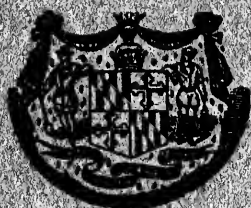
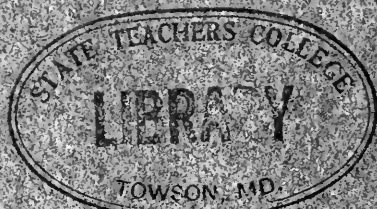


Maryland Teachers Year Book



1919-1920

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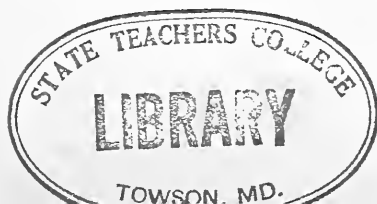
For the Information, Use and Guidance of Officials and Teachers
of the Public Schools of the State of Maryland

1919-1920

Prepared Under the Direction of
M. BATES STEPHENS, STATE SUPERINTENDENT
Issued by the State Board of Education



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SPECIAL NOTICE

The State Board of Education, on March 20, 1919, adopted a by-law to the effect that the question of granting and renewing certificates shall be considered by the State Superintendent during two periods per year and **at no other time**. Those periods are from June 1 to July 10 and from September 1 to October 10. The volume of correspondence on certificates makes this ruling necessary. Teachers are requested to hold their questions and send them in at the times specified. The State Superintendent will make an effort to pass upon all cases and answer inquiries promptly between the dates set.

CONTENTS

	PAGE
Foreword	4
Department of Education.....	5
Superintendents of Schools.....	6
Supervisors of Elementary Schools.....	7
Principles Underlying the Making of School Curricula.....	8
Public School Music	17
Music in the High Schools.....	21
A Tribute to a Teacher.....	21
The Teaching of History.....	22
The Kindergarten in the Country.....	31
Hot Lunches in Rural Schools.....	32
Requirements for Standard School.....	opp. page 40
The School Board and the Rural Teacher.....	41
Vicrola Records	42
Constants in Education	49
Standard Pictures	50
The Influence of Good Pictures.....	53
Pedagogic Decalogue	55
The Teacher	56
The Recitation	56
The Project	57
A Dictionary of Terms.....	58
A List of Plays for Study or Presentation by High Schools.....	60
Boys' and Girls' Clubs.....	63
Training of Teachers in School Music	68
Physical Education	70
Teachers' Reading Circle	76
Approved High Schools	81
Public School Anniversaries—	
Washington's Birthday	93
Maryland Day	101
Arbor Day	115
Pageants—	
The Mission of Freedom	124
A Festival to Ceres	132

FOREWORD

The Maryland TEACHERS' YEAR BOOK represents an effort on the part of the State Department to furnish suggestions for the improvement of public school work along a few definite lines. The final test of the efficiency of classroom instruction is the changes effected in pupils themselves. Public schools exist only for the children. All the expenditures of money, time, and effort are made for the proper moral, physical, and intellectual training of the children of our State.

No one YEAR BOOK can treat all the phases of education. It is the aim of each publication to emphasize certain features of public school work which should be stressed during the year.

The present volume treats phases of education to which particular attention may properly be given this year. It is mainly an account of successful practice in our own schools and thus represents objectives within the reach of other teachers.

The value of a publication of this character depends upon the extent to which it is used by those for whom it is intended. Conferences of teachers should be held early in the year and the YEAR BOOK used as a text for study and discussion. A copy should be on every teacher's desk and used for her guidance.

Criticisms and suggestions for the improvement of future editions of the YEAR BOOK will be welcomed.

M. Bates Stephens
Superintendent of Schools.

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DEPARTMENT OF EDUCATION

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PRINCIPLES UNDERLYING THE MAKING OF SCHOOL CURRICULA

BY FRANK M. McMURRY.

(From *Teachers' College Record* for September, 1915. In the same number appear articles on "Principles for Making and Judging Curricula in Geography," and "A Curriculum for Mexico," by Professor McMurry, and one on "Principles for Making Curricula in History," by Ernest Horn. These apply to geography and history the general principles for making a curriculum given by Professor McMurry in the article which follows: See also "The Making of Curricula," in the Maryland Teachers' Year Book for 1918-1919).

The following principles in regard to the making of curricula were originally drafted by the writer. After discussion and some slight modification they have been approved by a number of my colleagues specializing in widely different phases of education. It was thought that the extent of the agreement of this group would in itself be some indication of the validity of the proposals. The names of those subscribing to these proposals are as follows:

Henry Suzzallo, Professor of Educational Sociology.

George D. Strayer, Professor of Educational Administration.

Frederick G. Bonser, Associate Professor of Industrial Education.

William H. Kilpatrick, Associate Professor of Philosophy of Education.

Milo B. Hillegas, Associate Professor of Elementary Education.

Thomas H. Briggs, Associate Professor of Education.

Henry C. Pearson, Principal of the Horace Mann School.

Ernest Horn, Principal of the Speyer School.

Thomas D. Wood, Professor of Physical Education.

Charles H. Farnsworth, Associate Professor of Music.

I. GENERAL POINT OF VIEW

1. There is a tendency for curriculum making to consist in the mere arbitrary selection of subject-matter, and for class room teaching to consist in the adaptation of this subject-matter to the purposes and conditions of instruction.

This conception largely exempts the curriculum maker from any requirement for skill in the application of fundamental educational theory, leaving that responsibility to the class teacher.

2. Curriculum making and teaching are, however, both responsible for adaptation of subject-matter to the purposes and conditions of instruction. They are related to each other as the earlier and later stages of one extended process.

- a. As evidence of this fact, some experienced teachers and superintendents regard the curriculum as *equally* responsible with the teacher for the quality of instruction.
- b. The great influence of the curriculum is shown by the fact that many portions of present curricula tend to *prevent* good instruction, even by good teachers.
- c. A good curriculum is far more than a sum of fragments of knowledge, and far more than a mere outline of facts or topics; it is the raw material of knowledge, refined or converted into a form usable for educational purposes.

3. The ability shown in making a curriculum depends on the skill with which the principles governing that process are formulated and on the energy and skill with which such controlling ideas are actually applied.

- a. Any person undertaking to make a curriculum should formulate the ideas controlling the process; otherwise he lacks standards for judging his own work.
- b. The skill required involves much more than soundness of view and clearness of statement; it includes ability to conceive standards that are tangibly related on the one hand to the aims and principles of education, and on the other to effective procedure in making a curriculum.

4. The object of a curriculum—from the point of view of the teacher—is not merely to show her the crude subject-matter that her class should cover, but to show her that subject-matter already subjected in a large way to the same aims and principles to which she will subject it in detail when she prepares it for treatment in class.

A good curriculum should inspire teachers (a) by keeping before them the large ideas—the aims and principles that control instruction; and (b) by making them conscious of the great help it gives them toward applying such aims and principles in class work.

II. WORKING PRINCIPLES FOR GUIDANCE IN MAKING AND JUDGING CURRICULA

1. The subject-matter for a curriculum should be selected from among those experiences that are related to life and are likely, owing to their intrinsic nature, to appeal to the pupils directly as worth while.

- a. In acknowledgment of the first part of the above principle, much has been omitted during the last twenty years, both from arithmetic and from other subjects. For example: Many topics in grammar, many of the words in most spelling books, much of locational geography, many portions of history: and much still needs to be omitted.
 - b. The second part of the above principle requires that the curriculum make a direct appeal to the pupil. There are two reasons, in particular, for this demand:
 - (1) One great object of instruction is the inculcation of interests and purposes in pupils; consequently subject-matter must be chosen which is so closely connected with the projects and ambitions they are capable of cherishing, that it will tend to intensify and broaden their purposes in general.
 - (2) Another great object of instruction is to educate young people in the sense of values, to give them practice in weighing the varying values of ideas, so that they may be capable of good judgments; subject-matter that lacks worth in the eyes of pupils is evidently incapable of furnishing such practice.
 - c. The larger value of the subject-matter is not necessarily apparent to the pupil in advance; but appreciation of this value should develop as the study progresses.
2. At the present time the form of organization most worthy of emphasis for subject-matter that is primarily intellectual—and this covers at least the more significant part of each branch of study in the curriculum—is that of the *problem* accompanied by such data as are necessary for its solution. The desirable basis of organization for subject-matter involving for the most part the emotional element or motor activity, is some specific need or want; but it is a kind of want or need that makes us less conscious of the facts or intellectual processes that meet it than does the problem proper.
- a. Experience shows that in the world at large, knowledge, tastes, and skills are most effectually acquired under the stimulus of particular problems or specific needs of some sort.
 - b. The scope of such problems—using the term here in the broader sense to cover the basis of organization for both kinds of subject-matter—must vary greatly; but the danger is that it will be too narrow. While it is true that needs often arise calling for single facts or simple reactions—such, for example, as a date in history, or the location of some city, or “I beg your pardon” when one accidentally treads

upon another's toes—these minor needs generally occur also as incidents connected with much broader questions; and it is these larger issues that should form the units of instruction. Probably few problems should occupy less than a whole recitation, which entirely rules out isolated questions and facts; and many, like the problem of immigration, for instance, might well occupy a number of periods.

- c. In general, sufficient data or activities of some kind should be furnished in the curriculum under each problem—or sufficient available sources indicated—to suggest a satisfactory solution. Otherwise, the curriculum may contain undesirable questions and require too much work from the teachers.
- d. The subdivision of a study into "topics" is not necessarily eliminated by its organization under problems or needs; for these themselves must often be grouped under heads of some sort showing their scope and general character.
- e. While the sequence of problems may vary widely, often ignoring the boundaries between conventional "studies," the most feasible sequence for the present usually lies within one particular study. Under the usual organization of our schools it is advisable that knowledge, however originally acquired, should, especially in the upper years of the secondary school, be adjusted to the logical plan of the subject to which it most belongs; but there is a distinct tendency to extend upward the primary school practice of ignoring the artificial boundaries between subjects which in daily life are not ordinarily differentiated—for example, in the solution of problems in "general science" material is drawn from any source whatever.
- f. While the principal organization of the subject-matter should take the form of problems or needs (i. e., should be psychological), the logical or scientific organization—which considers the relation of the parts of a study to one another rather than to the pupil—is also desirable ultimately for the sake of greater thoroughness of understanding. In some studies the logical organization should appear in the official curriculum. But it should be kept in mind that relationship of the subject-matter to the pupil's life is by far the more important demand.

3. The relative importance of subject-matter, determining its final admission into the curriculum and its relative prominence there, must depend mainly upon its relative importance in social life, and the pertinency of its relations to the purposes of the school.

- a. This principle places new emphasis upon several subjects that have been included in the curriculum, but greatly neglected, such, for instance, as music, fine arts, handwork, and games. These subjects are often called fads by the public, merely because it fails to realize that the curriculum should reflect the real values in life.
- b. This principle also requires the introduction of much new matter into many curricula; for example, investments, life insurance, and the economic value of good roads, in arithmetic; protection from many common diseases, in hygiene; and care of the soil, in geography.
- c. Formal processes, in general, such as those in arithmetic, and formal facts, such as the boundaries of states and dates in history, for example, should appear in the curriculum subordinated to the situations that call for them.
4. The curriculum should make important provision for easy control over knowledge on the parts of pupils.
 - a. To this end, much overlapping of problems is desirable, so that facts may be frequently reviewed from different points of view.
 - b. The logical classification or organization of facts is of much importance as furnishing points of view quite different from those suggested by the psychological organization.
 - c. The studies should be so correlated with one another that the problems in one will call for facts in some other; and these cross relations should receive mention in the curriculum.
5. Since every child differs more or less from every other in native endowment, past experience, and present environment, the curriculum should be so arranged as to be in the highest degree adaptable to each pupil:
 - a. The customary grading of subject-matter according to the age of pupils is an acknowledgment of this principle and one important step toward its realization.
 - b. Separate curricula for city and country schools, as planned in Massachusetts in recent years, is a further acknowledgment of the same principle.
 - c. While the major part of the curriculum may be uniform for all children, it is easy to show that there should be many points of difference in curricula of different schools in a large system. For example, the nature study, home geography, and games should vary much, according to the locality; the literature, music, and cooking should differ in some respects according to nationality; and the handwork, accord-

ing to personal preferences and determined needs of pupils. It is probable that careful surveys of the local factors that should affect the curricula of different schools would show the differences among them to be far greater than they are usually imagined.

- d. Since children must be taught in classes, the smallest unit for which subject-matter may be planned is the class, and the smallest unit for which a curriculum, covering eight grades may be prepared is an individual school. The ideal arrangement would be to have a curriculum differing in some respects for each school; and only insurmountable administrative difficulties should be allowed to prevent the realization of this ideal.

III. CONCLUSIONS RESULTING FROM THE PRECEDING PRINCIPLES, AND PRACTICAL SUGGESTIONS

1. CONCERNING SURVEYS

Since the curriculum is to be composed of such facts as are necessary for the meeting of specific difficulties, or the solving of particular problems in the lives of pupils, much care must be taken to determine what difficulties or problems are vital, and what local conditions must influence the selection of them and of the data that can best meet them. To this end, surveys are necessary that should meet several requirements:

- a. They should list the problems—local, national, and international—that are deemed especially significant in each branch of study.
- b. They should bring to light the leading characteristics of the children concerned, as shown by nationality, home conditions, native endowment, etc.
- c. They should likewise discover the leading points of strength and weakness of the teachers, since their abilities and tastes should affect the choice of problems. Special knowledge or ignorance of nature study by a teacher, for example, would determine the amount of emphasis on the subject.
- d. They should list the equipment in text-books, maps, and other materials, and the facilities for construction, games, etc., that are available.

2. THE PROBLEM AS GUIDE FOR THE DETERMINATION OF SUBJECT-MATTER

The content of any curriculum, as has already been stated, must be determined by a consideration of the demands of society on the one hand, and of child nature, on the other. These de-

mands may usually be conceived as embodied in problems, the solutions of which call for certain auxiliary data. The data so got must furnish the fact content of the curriculum.

In times past such a basis for the selection of facts has often been wanting, with the result that our existing curricula are loaded down with irrelevant facts. What should be taught about the Civil War, for example? Should the rivers of Mexico be included in a study of that country? We cannot answer such questions in advance of a consideration of the problems pertinent to these topics. Possibly one-third of the subject-matter now taught should be eliminated, and possibly one-third of what we should have, has not as yet been included in the curriculum. The problems, however, that are to be solved in any case must form our chief guide for the selection of appropriate subject-matter.

3. CONCERNING THE INFLUENCE OF THE LOCAL ENVIRONMENT

Since the greater part of the problems which are to fix the subject-matter of a curriculum are not peculiarly local, the subject-matter of one elementary school should duplicate that of others to a considerable degree, possibly to the extent of two-thirds or three-fourths of its entire content. In this way, what is called a uniform minimum curriculum may be a useful conception.

It must be clearly understood, however, that the local element peculiar to the individual school is not a mere addendum—an afterthought as it were—to be mechanically fastened to the “uniform minimum curriculum.” The local conditions—including the community characteristics, the geographical environment, the characteristics of the children and teachers and the material equipment of a particular school—will of themselves suggest many problems and will affect the emphasis and coloring of many others. And this local influence must come neither after the common content has been found, nor necessarily at the beginning of the entire procedure. It is an influence which must be taken into account from the start, and must make itself felt continuously throughout the process.

4. CONCERNING METHOD OF PROCEDURE

The task of selecting vital social problems as the centre of organization, and of organizing the subject-matter of the curriculum about them, is so great an undertaking that it can be accomplished only very slowly, and no single system of schools can hope to perform it properly alone.

- a. The necessary method of procedure is to modify the present curriculum piecemeal, as opportunity offers, encouraging those schools that are most capable of doing so, to lead in the work.
- b. The purpose to be particularly emphasized is that a curriculum is to be adapted to a particular school; the schools where such a purpose actively determines the effort must be regarded as experimental centres.
- c. Those who must perform the major part of this task for a given school must be the ablest persons directly connected with that school, i. e., some of the teachers, interested and informed members of the community, the principal and other supervisory officers; because they are the only ones who can possibly have the knowledge and interest for the task.
- d. Such experimental centres should be sources of suggestion for other schools. And the latter should follow and supplement such suggestions according to their ability and energy—subject, like the experimental centres themselves, to the higher school authorities.
- e. There are no insurmountable administrative difficulties in this proposed arrangement.
 - (1) Since the larger part of the curriculum of one school will substantially duplicate that of another, the transfer of pupils need not offer serious difficulties. The ability of a pupil to get on in a new school, anyway, depends more upon his capacity for work, as shown in his method of study, than upon his knowledge of particular facts.
 - (2) Uniform examinations for promotion—if they are deemed necessary—would need to include some optional questions and, perhaps, to show other adaptations. But such demands are entirely legitimate; mere administrative convenience is a small matter in this connection. School administration, in general, is to be judged by the extent to which it furthers educational ends, not by the extent to which it provides for its own ease.

5. CONCERNING THE CONTENT OF CURRICULUM AND SYLLABI

In order that they may meet the conditions above prescribed, the printed curriculum and syllabi must have a much greater content than has been customary. They should, at least, include the following:

- a. A formulation of the principles that shall control the selection and organization of matter. This is necessary in order that all participants may have a common point of view.
 - b. For a similar reason, a formulation of the special principles that shall guide in selecting the matter for each study.
 - c. The topics in each study, the problems under them—some prescribed, some alternative, and some optional—and the leading facts necessary for solving the problems or, at least, the chief source for such data.
 - d. Such suggestions about further adaptations of subject-matter as may seem advisable.
 - e. The time allotment for the various branches, together with suggestions about particular conditions that might affect such allotment.
-

COMBATING INFLUENZA

1. Influenza is a germ disease.
 2. Influenza is highly catching.
 3. Influenza is probably spread mostly by breathing air containing tiny particles of germ-laden mucus.
 4. Germ-laden mucus is sprayed into the air when careless or ignorant people cough or sneeze without covering their mouths and noses.
 5. Anything soiled with germ-laden mucus from the nose or mouth of an influenza patient is dangerous.
 6. Those who come into contact with influenza patients or who wait on them should always wash their hands after such contact. They should wear gauze masks to prevent breathing germ-laden mucus coming from the patient.—*United States Public Health Service.*
-

A SCRAP OF PAPER.

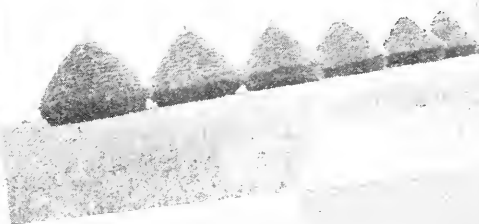
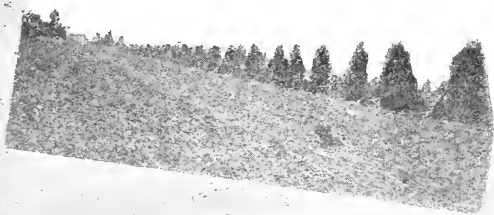
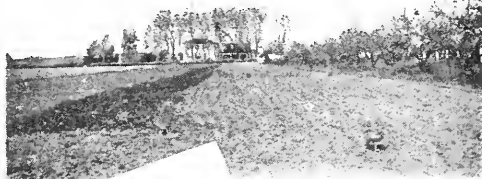
The Kaiser has no respect for a scrap of paper. Uncle Sam has. He knows that saving scraps of paper means saving for the war.

Have the children estimate the amount of paper required for each piece of work during the day, and at the end of certain exercises compare to see how many have saved paper by efficient arrangement of work.

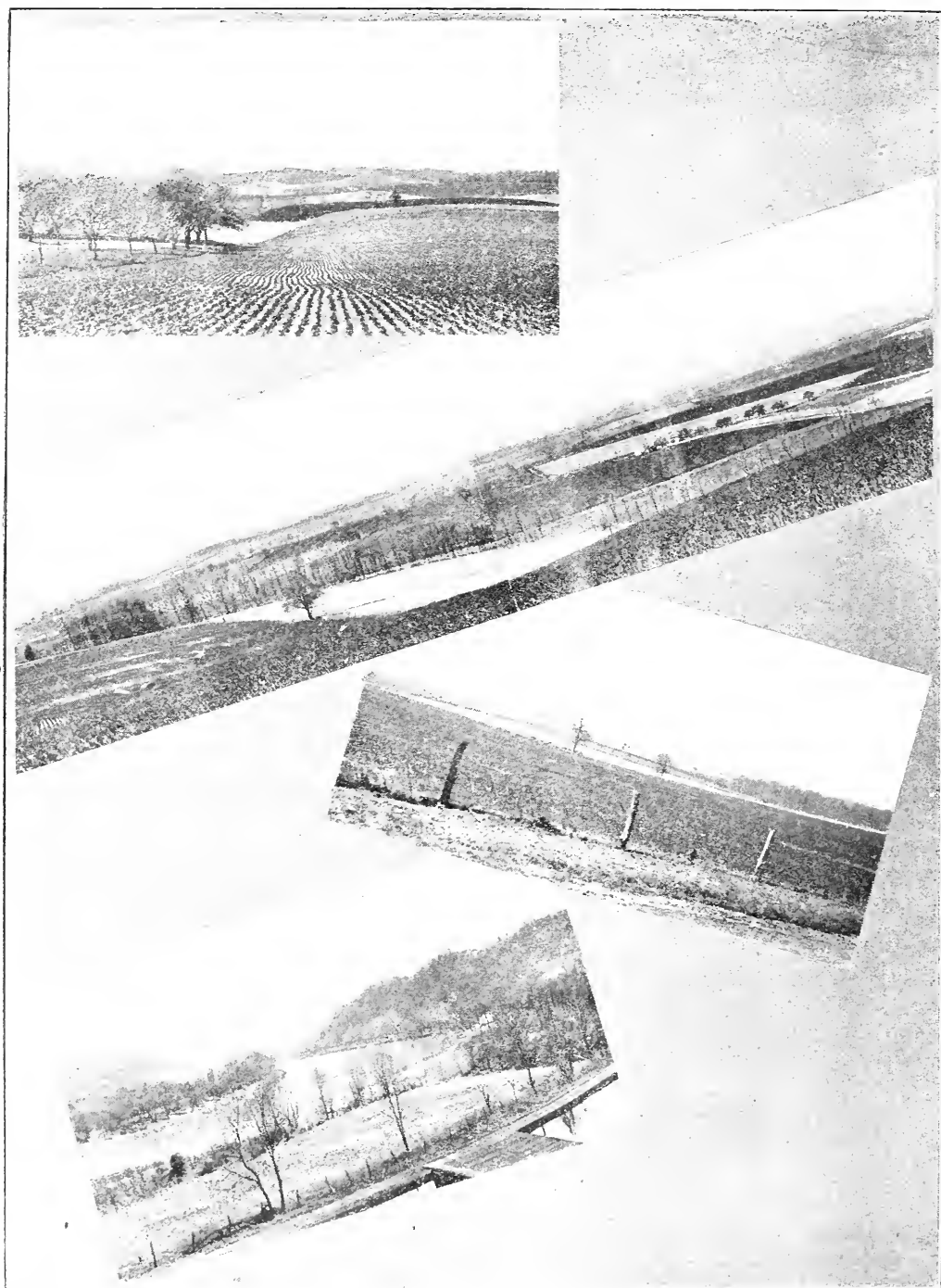
Put these directions on the blackboard.

Use:

1. Both sides of paper.
2. Thought in arrangement.
3. Little pieces when possible.
4. Your paper bag or sheet of brown paper more than once.



WHY WE LOVE MARYLAND.



MARYLAND, MY MARYLAND.

PUBLIC SCHOOL MUSIC

By THOMAS L. GIBSON, *Supervisor Public School Music*

The public schools seem to have developed to the point where there is now no choice as to whether music shall, or shall not, be taught as a regular subject. The attitude of boards of education and superintendents toward the teaching of this subject, and their action in placing it in the course of study, leave to the teacher no alternative but to prepare to teach the subject in a definite and intelligent manner. The question now is, just what to teach, and how and when to present this subject in the course of the school term.

While there will be issued early in the present school year a special bulletin on school music, and a copy of this bulletin placed in the hands of all elementary teachers, yet it seems advisable to state in the Year Book something of what the immediate aims of music in the public schools should be, and what fundamental training is essential for the realization of these aims. A statement of what the pupils should have acquired in this subject at the end of each school year will suggest what the teachers should become qualified to teach to each grade or group of grades. In making this statement, a maximum, rather than a minimum, amount of content is given below. Teachers should try to teach well, this year, a few fundamental things, selected from the summary given below, adding to these, from year to year, until the subject is thoroughly covered.

At the end of the first and second years in music, practically all the children should be able to sing from twenty to thirty simple and appropriate songs with distinct and clear enunciation, and with fine tone-quality, using the light head tone exclusively. They should be able to sing also the major scale, or any part of it, descending and ascending, and to sing individually with the se-fa syllables, the melodic groups of scale tones which they hear played, or sung with neutral syllable. All this should be presented through the ear exclusively. The melodic group of scale tones should be selected by the teacher from some accepted up-to-date course of school music, several books of which are now published.

At the end of the third and fourth years the children should be able to sing or write from hearing, melodic groups of scale tones, including simple intervals. They should have the ability to recognize and represent two, three, and four-part measures,

and to hear through the eye (mentally read), and sing individual studies which are within their ear vocabulary, and sing with fine tone quality many art songs with a pleasing interpretation of both the melody and text. These same steps, with the addition of new and appropriate song material, should be carried on through the grammar grades.

At the end of the seventh and eighth years the average pupil should have the ability to hear and sing what he sees in the printed music form, and also be able to put much of what he has heard into written music form, assuming that the material is within his reading and writing music vocabulary. He should have mastered all of the chromatic tones as they have occurred in the singing exercises. He should be able to recognize and sing the seven triads and their inversions. He should be able to read at sight music of ordinary difficulty, in one, two, or three parts, being able to sing any of the three parts. He has read and sung a large number of songs and studies and is able to read words and music simultaneously, and can write easy, original melodies. He is familiar with the music phrase and period, and can distinguish similar tone-words as they occur in the different phrases of the same song, and in all his singing has acquired the habit of using the full, round flute-like tone. The pupils at the end of these years have heard much good music played on the Victrola and have a keen interest in things musical. They are interested, not only in their own activities, but in the singing and playing of artists, and strive in every music exercise to keep in mind the artistic expression and rendering of the songs. They are able to read music of ordinary difficulty from both the treble and base staves, in the principal keys. Their sense of tone and rhythm has been developed so that they can see what they hear, and can mentally hear and sing what they see. Their singing voices are unimpaired, rich and smooth, because they have consistently used the flute-like tones and carried this quality of tone through all their exercises. Through the constant use of the phrase form in all ear training, sight reading and song material, from the first year on through the grades, good phrasing has become a habit and pupils have acquired the ability to hear and render music with the phrase as the unit of music thought. The most gifted of the pupils should be called upon frequently to sing alone, or in small groups, as a listening exercise for those of less ability. Those who show special talent in either vocal or instrumental music should be encouraged to continue the study of the subject outside of school hours, with a view of taking a part in the music interests of the community, church, Sunday-school, and other musical organizations, as well as a means of using their leisure time to their own enjoyment and improvement. They

should be trained to take parts in the study and rendering, for special occasions, of easy and appropriate musical dramas, operettas, etc. They should be led to understand that their ability to read and render music at sight opens the doors through which the storehouses of musical language and literature may be entered and their treasures revealed, understood and enjoyed. They should be trained to feel the appeal, through tone and rhythm, which finer musical compositions make to the mind and spirit. All this should be, and eventually will be, mastered by the pupils before they enter the high schools, and form a basis for a broader study of the subject in the secondary schools.

Since the subject of music for the high schools will be presented quite fully in the music bulletin soon to be issued, space will not be taken up here with even a brief statement of what the average high school pupil should be trained to do in the subject. A more definite statement also of the content of the subject for the elementary grades, and its pedagogy will also appear in the music bulletin, and some definite plans suggested for a more thorough training of teachers in this subject. There will also be printed in the music bulletin directions for an intelligent use of the victrola, and a classified list of appropriate records, the purposes for which they are to be played, and the numbers and prices of the same. A classification also of types of rote songs will be given as a guide to teachers in making an intelligent selection of such songs.

It is to be hoped supervisors and superintendents will make every effort to give the subject of school music the place and attention to which it is entitled in the schools of Maryland.

MUSIC IN THE HIGH SCHOOLS

BY THOMAS L. GIBSON, *Supervisor Public School Music.*

In the high schools the study of music should be broadened out beyond the mere study of any of the several technical phases of the subject or the incidental and aimless singing of songs. Like the study of literature in these secondary schools, which aims to make the young people actually familiar with some of the accepted and varied wealth of good things in the field of letters, so music should lead to a knowledge, an appreciation, and the rendering of some of the best things in the field of music expression.

There should be set aside one or two periods, of at least forty minutes each week, for intelligent and conscientious vocal practice, in which all pupils will be required to take a part either as

participants or as listeners. This period should be given over to the learning of unison and part choruses and standard hymns; to the rehearsing of music for special future school occasions; to the learning of chorus sections of operas, cantatas, and oratorios, which are to be presented by the high school or by any outside community musical organization in which it may be desirable and practicable for the high school pupils to take a part. Frequently the entire music period, or a portion of it, may be used with profit and pleasure as listening periods, when, by the use of the graphophone and by enlisting the services of talented pupils and local and visiting musicians, some of the best of music may be heard rendered in an artistic way.

For the study of the history of music, its literature, and the birth and meaning of standard hymns and national and historic songs, assignments may be made to individual pupils for the preparation of papers and essays on these subjects and these papers read, or better still,—presented from memory—during a portion of the music period or in connection with special music programs, at which time a number of the national songs and hymns may be rendered by the entire school or by the use of the phonograph. All pupils should be required to take notes on the contents of these papers, talks, or essays, and through questions and short talks by the teacher, reviewed on the facts presented.

Incidentally the music teacher will have occasion to give, during the practice and rehearsals, hints and suggestions relating to the elements of sight reading, phrasing, climaxes, tempo, and distinct moods expressed in the various musical compositions, in order to make the pupils more intelligent with interpretation from the printed music form. Such occasions are the logical and psychological time to do this. The real aim for doing so is evident and the interest and patience to accomplish the aim are present. Some occasional technical instruction, when pupils are in the proper state of mind to profit from it, will not only help them in mastering the music being studied, but it will assist them in taking up new compositions.

In high schools where it is impracticable to try to instruct the entire school as one class, and where there is a sufficient music-teaching force to make it possible to do so, the student body may be divided into class groups, making this division by grades so far as possible to do so, for the music work.

Whenever possible to begin, even in a very modest way, all pupils showing any special music talent should be organized into glee clubs and school orchestras. These features should be most carefully self-organized, under the general direction, however, of the regular music teacher, and some of the practice periods held

outside school hours, but under the strictest management and discipline. The music teacher will save herself much unnecessary labor and worry, if she will see that each music organization in the high school has its own officers and committees to look after all the necessary details and plans of the work outside the actual teaching. The teacher should require, however, that all reports and actions on the part of committees be open to her inspection and suggestion, and have it understood that the plans for all music activities be subject to the approval of the high school principal or the Superintendent.

Occasionally a school program may be presented consisting of music adapted to community singing. In the practice for this feature there will be an opportunity to prepare improvised and local song-hits, to rehearse the best of the popular compositions, familiar folk and patriotic songs, and an occasional standard hymn. These ought to be so thoroughly learned that they can be sung well from memory.

As a rule, community "sings" should be organized by persons outside the school, but the pupils should be made familiar with the songs to be sung at these meetings and encouraged to be present and take part in the singing. It would not be out of place for the music teacher, through the Superintendent or high school principal, to suggest that the pupils of the high school, the glee club or orchestra, or all these bodies, would be glad to attend the community "sings" and take both a general and special part in the program. All music interests outside the school present opportunities through which school music may function in useful community service, and for enlisting the community interest in helping to improve the school music work.

The State music supervisor will be glad to assist in every way he possibly can in suggesting plans for organizing glee clubs, orchestras, school opera groups, lists of appropriate choruses for all school occasions, and the selection and training of special music teachers.

THE TEACHING OF HISTORY

BY MISS I. JEWELL SIMPSON, *Supervisor Elementary Grades,
Carroll County.*

Near the close of school last year a questionnaire was sent from the office to all the teachers of elementary grades in Carroll County, asking for an expression of opinion and suggestions concerning various features of our Course of Study, of our schedule for combining classes and alternating subjects in the one-room rural schools, and of our conference work with groups of teachers. One of the questions asked was, "What subject would you like to have taken up for special discussion in our group meetings next year?" More than two-thirds of the teachers answered, "The teaching of history." A need so definitely felt by the teachers of Carroll County is doubtless felt by teachers in other counties of the State, so it will probably be helpful for us to formulate some practical principles and suggestions for the teaching of history under the two topics,—*Making the Past Real*, and *The Use of the Textbook*.

Among the books which should find a place in the library of the history teacher are the following:

Johnson—*The Teaching of History*, MacMillan.

Simpson—*Supervised Study in History*, MacMillan.

Committee of Eight—*The Study of History in the Elementary Schools*, Chas. Scribner's Sons.

Andrews, Gambrill & Tall—*A Bibliography of History for Schools and Libraries*, Longmans.

It has not always been considered necessary for history to be taught in schools. The teaching of history was begun in the seventeenth century, when pupils just memorized events and dates: nothing much was taught about any one thing. In the eighteenth century people began to realize that it was better to select a few significant things and teach much about those things, than to try to teach something about everything. In the nineteenth century the Germans began teaching the biographies of their great men, often sacrificing truth to the cause of patriotism. We also have been guilty of that in our treatment of some of our heroes, and of the causes and events leading up to the American Revolution, etc. The French, in 1902, set up a new standard of accuracy in history teaching. They claimed that the fundamental condition of making

the past useful is to make the past intelligible; that we must represent accurately and explain adequately the past; that we must not go to it for ideals, morals, patriotism and picturesque stories, but we must go to it for true records and nothing more. In other words, that we must teach history for history's sake. This is the scientific aspect of history teaching which is coming to prevail more and more with us here in the United States. We want to begin, even in the first grade of the elementary school, to make the past real to the children—to teach them how we know what we know about the past.

Our aims in history teaching might be formulated as follows:

1. To make the past real.
2. To give pupils training in weighing evidence.
3. To have pupils enjoy inspirational readings.
4. To train children to *do* something rather than to *remember* something.

MAKING THE PAST REAL

How can we make the past real? How can we enable our pupils to close their eyes and get a mental picture of the past? We may consider, under this topic, the following aids to visualization: local material, pictures, maps, charts and diagrams, source material, dramatization, letter writing, and diaries.

1. *Local Material.* Find out what your own community has to offer. In Carroll County, for instance, there are some Indian names; some typical English names, such as Westminster and Manchester; the old homestead of Mordecai Gist of Revolutionary fame; the Patterson homestead, whence the beautiful Betsy Patterson jumped from an upstairs window to attend the ball in Baltimore with Jerome Bonaparte; some colonial costumes; some people of German, French, English, Polish, and Spanish descent; specimens of Confederate money; examples of Corinthian architecture; roads leading to Gettysburg battlefield, etc. Each community will have its own historic features, which will vitalize many subjects taken up for study in the classroom, if teachers make use of these materials. We want to avoid the error of one teacher, who had a long and more or less abstract discussion with her class of Doric, Ionic and Corinthian architecture, but who neglected to call attention to the fact that the front of her own school house was a fair example of the Doric form.

2. *Pictures.* Often in our textbooks there is a decided lack of connection between the picture and the text; but, wherever possible,

let us give as vivid and realistic a verbal description of the picture as possible. Picture post cards; photographs; illustrations in newspapers, magazines, and books; lantern slides; stereoscopes; and motion pictures are all most useful. Concrete details are what we want to enable children to visualize persons and events. Is Washington a real person to you? What is it that makes him real? Immediately one thinks of the pictures of Washington, or the visit one has made to Mt. Vernon, or the anecdotes one has heard of Washington. One teacher, in order to stimulate the interest of her pupils in the feeling that prevailed in the North just preceding the Civil War, showed a large cartoon that had appeared in a newspaper of that period, of the American Eagle hatching out a breed of Southern reptiles. Use such material for the moment to stimulate a sense of reality and then lay it aside. Pictures such as Healey's "Reply of Webster to Hayne in the United States Senate," and Leutze's "Washington Crossing the Delaware," are useful. When you show the latter picture, does the pupil see the picture only, or does he see men afloat on boats in the river? Tell him he is to try to see, not the picture, but the real thing, and that he is to report what he sees. He is not likely to see much the first time, either in the high school or in the grades. The first time, and perhaps the fiftieth time, he may need the stimulus of questions asked by the teacher. But the aim is to develop the pupil's resourcefulness so that he will ask himself the questions necessary to the intelligent interpretation of the picture.

Pictures of the forms of early transportation by stage, by horseback, by wagon, by steamboat, and of early railroad trains, followed later by pictures of the Panama Canal and an intensive study of its construction, all prove interesting.

Where teacher and pupils have collected a large number of pictures, an occasional exercise may be given in identifying pictures without labels,—pupils learning to recognize immediately Westminster Abbey, the Acropolis, etc. If picture study has been successfully managed, an exercise like the following may profitably be introduced: Imagine that you are an artist and receive this order—Paint a series of five pictures showing striking incidents in Jefferson's administration: (1) Give names of your pictures; (2) Briefly describe one of the pictures, telling what characters you would put in it, in what setting you would place the characters, and what you would represent each one as doing.

3. *Maps.* As soon as the pupils are able to do so, they should be required to use the map in locating events, and should make free use of outline maps. "But care should be taken to use maps which represent conditions pretty much as they were at the time when the events took place. It is a mistake in tracing out the routes taken

by explorers, for instance, to use political maps which, on account of the mass of details presented, are confusing and misleading to the pupil. A map with a few important physical facts on which the routes taken are clearly indicated is much better.”*

A few suggestions for the use of maps are given below:

(1) Trace on a map the Eastern trade routes in the fifteenth century.

(2) Indicate on a map of North America the portion of the Atlantic Coast discovered by the Cabots. Why was this discovery of great importance?

(3) Make a map showing colonization, coloring the part colonized by England, red; by France, yellow; by Spain, blue, etc.

(4) Sketch a map of North America and write the following names in places associated with them in history: Balboa, Cabot, Champlain, Coronado, De Soto, Hudson, Joliet, Marquette, La Salle, Ponce de Leon.

(5) Revolutionary War. On a sketch or an outline map of the Middle Atlantic States, indicate the American victories with blue crosses and the defeats with red ones.

(6) On a sketch map of the United States, indicate the thirteen original States, the Northwest territory, and the Louisiana territory. Write on each the date you associate with it.

(7) Draw a map of the United States of 1860. Indicate ten of the most important cities.

(8) Lincoln's administration. Draw a map of the United States. Indicate by one color the Confederate states, by another color, the Union States, by still another, the border states.

(9) On an outline map of the United States mark in blue the limits of the Confederacy at the beginning of the war. Trace the Union victories by red lines and the Confederate victories by blue lines, showing the results at the end of each year.

(10) Make a map showing our successive acquisitions of territory from the beginning, together with the important facts connected with each acquisition.

4. *Charts and Diagrams.* It is important for the pupil to learn to think in a logical, consecutive way, and this can, perhaps, best be accomplished by the summarizing at the end of each lesson, and at the end of the study of each period of history, of the principal events or ideas discussed. Some of this data can be neatly arranged in pupil's note-books by means of charts and diagrams, some suggestions for which follow:†

*Report of Committee of Eight, page 103.

†Most of these charts are given in "A History of the United States," by Thwaites and Kendall.

(1) Make out a chronological chart beginning with 1492 and ending with 1763, including dates of principal events in four parallel lines, one for the Spanish; one for the English; one for the Dutch, and one for the French.

	Spanish	English	Dutch	French
1492				
1763				

This will help pupils to understand the nature of the struggle to get control of North America. By 1763 the English had come out ahead.

(2) Make a chart of the thirteen original colonies.

Name of Colony	Nativity of First Settlers	Motive for Colonization of each	Prominent names connected with each	Interesting event or events	Location of largest town in each

(3) Complete this table of comparisons of the three groups of colonies.

	North	Middle	South
1. Climate			
2. Soil			
3. Occupations			
4. Commerce			
5. Society.			
6. Educational facilities			
7. Character of the people			

(4) Table of inventions.

Name of Inventor	What was invented	Date	Value to Mankind.

(5) War of 1812.

Important events	Leaders	Results

(6) In Monroe's Administration, tell pupils to begin to make in their history note-books an outline of the development of the slavery question, beginning with the date 1619. Note every occurrence in which the question of slavery was brought up until the Civil War.

(7) Civil War.

1. IN THE EAST.

Chief battles	Northern leaders	Southern leaders	Results

2. IN THE WEST.

Chief battles	Northern leaders	Southern leaders	Results

5. *Source Material.* See to it that pupils get some training in distinguishing different kinds of sources. Let them classify a source as primary or secondary. Was the author there, or did he get his information by reading or hearing about it? The valuable Old South Leaflets can be secured for five cents each from the following address: Old South Association, Old South Meeting-house, Boston, Massachusetts. The following exercise, suggested in Fiske's History of the United States, shows the excellent use which can be made of such material: Obtain Old South Leaflet No. 17, entitled "Verrazano's Voyage." It is a translation of Verrazano's own account of his voyage, and the earliest known description of the shores of the United States. His account is one of the original documents on which historians rely. It will help young people to get an inkling of what real investigation is, if they will try to answer from the leaflet such questions as these:

- (1) What did Verrazano say the object of his expedition was?
- (2) What facts did he observe about people along the coast?
- (3) Mention some differences between the Northern Indians and the Southern Indians as he saw them.

(4) Tell some sound views about the earth that Verrazano held; also some views of his that have since proved to be unsound.

(5) Let the teacher ask other questions to set his pupils foraging in this interesting letter.

6. *Dramatization.* Wherever peculiar conditions of life are a factor in the various periods of history, it is interesting to try to have the pupils put themselves in those conditions. Sometimes this can be done by dramatizing a typical or critical incident or situation; sometimes by the pupils assuming the parts of the principal characters of a given period, representing their points of view and stating their arguments. As types of this kind of exercise the following may be suggested:

(1) Dramatize the appeal of Columbus to Queen Isabella.

(2) Dramatize the meeting between the English King (Henry VII) and John Cabot, the latter being presented with \$50 for finding "the new isle."

(3) Queen Elizabeth and Sir Walter Raleigh walking in the queen's garden and talking about Virginia. Describe the scene. Give the conversation.

(4) The meeting in the Old South Meeting-house in 1773.

(5) Let the class organize a constitutional convention and choose a President. Discuss the voting power in Congress of the different States. A compromise is suggested and adopted.

(6) Debate the question: "Resolved, That no State ought to be allowed to leave the Union." At one time let all the pupils imagine themselves citizens of South Carolina; at another time citizens of Massachusetts. Then let Hamilton, Webster and Clay meet Jefferson, Calhoun and Douglas.

(7) Let the class imagine it is the Senate. Debate the Kansas-Nebraska Bill. Some are Southerners, some are Northerners.

The following account of how Washington's farewell to his soldiers may be successfully dramatized appears in "How to Teach the Fundamental Subjects," by Kendall & Mirick. Washington takes his place in the front of the room, and his "old soldiers" come from their seats and stand about in groups of two's and three's. One talks to another of some battle in which they have been engaged; several speak of some of the characteristics of their chief and refer to important events in his life. In turn they shake hands with Washington. He calls each by name. One has been with him on surveying trips, one has witnessed Braddock's defeat, another has seen him taking command of the Army. At last Lafayette approaches. Washington turns and discusses briefly the war, its causes and results, and the country's debt to France. Lafayette replies with a prophecy of the future greatness of the country.

7. *Letter Writing and Diaries.* Pupils may write letters, illustrating them with pictures cut from magazines or with pencil sketches, or they may keep diaries in which they identify themselves very sympathetically with the persons whose character they have assumed. The following exercises will serve to illustrate what is meant:

(1) Imagine yourself in Tarrytown at the time of the capture of Major André and write to some imaginary friends in your town of the incident and of how it might have affected them.

(2) Imagine yourself in Boston in April, 1775, and record what you might have seen and heard during the war.

(3) Write a letter to a friend in Holland describing the first terrible winter in New England, but telling your hopes for the future.

(4) Write two editorials on the death of John Brown, one for a pro-slavery and one for an anti-slavery newspaper.

(5) Keep the diary of Columbus, or of Mrs. Anne Hutchinson, or of Pocahontas, or of a private soldier at Valley Forge.

THE USE OF THE TEXTBOOK

The learning and reciting of lessons from the textbook is often called in Europe the American method of teaching history. Unfortunately, many of our teachers are slaves of the textbook, but whether or not we are slavishly dependent upon it, the question of how to use a textbook is, to most teachers, the fundamental problem in teaching history. Dr. Johnson, in his book, "The Teaching of History," says that "in Europe the facts which the textbook contains are more thoroughly learned than in this country, but formal textbook lessons are neither assigned nor recited. The teacher talks and questions, and the pupils, as soon as able, take notes. The textbook is regarded as a mere summary of facts. So the teacher supplies all the fundamental data in as interesting a way as she can, and then, by a course of questioning, leads the pupils to make comparisons with other known data, to make inferences and to build up facts. Pupils understand that the textbook is a guide; so textbook readings follow the class discussion. Occasionally lessons directly from the text are assigned and recited, but it is the exception, and that practice is rather regarded with disfavor. The system is this—the teacher really *teaches*; the textbook summarizes, or in some cases elaborates, refreshes the memory, fixes names and dates, and in general helps the pupil to keep his bearing."

Many of our American teachers have not a wide enough knowledge of the subject-matter, or the proper amount of background to teach history in this way. Get this knowledge as soon as possible.

Every good modern text has a carefully selected list of "Recommended Readings" which will be serviceable to both teachers and pupils.

Below the seventh grade the pupil has a much greater ability to *understand* than he has ability to *read*, so every lesson might profitably be a study-recitation. It will be necessary first of all, to bear in mind that pupils do not know how to use a book economically or intelligently. So at the beginning of the year teachers and pupils should together make an examination of the book. Discuss briefly the purpose and use of the table of contents, index, pictures, maps, questions and directions for pupils, lists of books, review chapters, appendix material, and a typical chapter of the text. Call the attention of the class to the periods into which the history of the country is divided. Use the blackboard to indicate the dates of each period, the pages given to each by the authors, and the significance of the name of each period. A line drawn to a scale on the board with different colors used for the periods, may represent the time which has elapsed since 1492.

PERIOD OF DISCOVERY (Chapters 1-5)	114 years (1492-1606)
PERIOD OF COLONIZATION (Chapters 6-12)	159 years (1606-1765)
REVOLUTION. (Chapters 13-16)	18 years (1765-1783)
FORMATION OF THE UNION (Chapters 17-19)	6 years (1765-1783)
PERIOD OF NATIONAL DEVELOPMENT (Chapters 20-33)	71 years (1789-1860)
CIVIL WAR (Chapters 34-37)	5 years (1860-1865)
PERIOD OF NATIONAL DEVELOPMENT (Chapters 38-end)	53 years (1865-1918)

Children do not know how to study, and many teachers dilly-dally along through the year without discovering this fact. Begin the year's work with some preliminary tests of the pupil's ability to find his way in the textbook: (1) Let one pupil read aloud, the others following with their books open; (2) ask the reader to tell

in his own words what he has read; (3) ask the others to criticise and fill out; (4) have the paragraph read a second time, and ask again to have its substance repeated. Continue this process until some definite results are secured, noting carefully the changing summaries made by pupils. A single lesson of this character may revolutionize the teacher's idea of lesson getting.*

Lessons should be assigned with great care. Johnson gives the following example of a good assignment which will help pupils learn how to study. First, have real class study, then send your pupils away to solve some definite problem and not to cover a certain number of pages. Suppose the Albany Congress has been the topic under discussion; the assignment might be:

1. Find further evidence that the colonists were in need of a closer union.

2. Arrange this evidence in the form of a convincing argument.

3. Support the text by at least one good illustration of efforts to secure a closer union in some phase of present life.

4. Read pp. 112-116 and 120-126 in text for information as to the attitude of the colonists immediately following the Albany Congress.

Another good way to train pupils to study is to require them to analyze the lesson, and bring to class a written outline. In the recitation one pupil is asked to copy his outline on the blackboard. Other pupils criticise step by step, asking questions, and making suggestions. The teacher also asks questions and makes suggestions. The outline built up on this co-operative plan and agreed upon as best is copied into the pupils' notebooks.

Wherever books are available, outside daily or weekly reading should be assigned, and reports made to the class by individual pupils. Teachers should also read to the class short extracts—episodes, incidents, etc., from such historians as Parkman, Fiske, Rhodes, Winsor,—as a means of arousing interest in outside reading and of cultivating a taste for history.

THE KINDERGARTEN IN THE COUNTRY

"We are in great need of a kindergarten here in this town," writes a teacher in a Maryland country community. "Many children are solitary little ones from isolated small farms and country homes and need badly the socializing influence of the kindergarten and supervised work and play. They have few toys and no books in the homes, and we do the best we can during

*See Johnson's "Use of Textbook."

their first and second grades to have the play spirit, but with our course to cover and 78 little ones in the first and second grades it is about impossible.

"Most people try to enter their children in the first grade at 5 years, but since I have been here I have insisted on 6 years as the entrance age. Even these 6-year country children are younger than city children of the same age, for they have had so few experiences and no one at home to even tell them stories of how things are made (bread, shoes, etc.) or how other little children happily learn how to work and play."

HOT LUNCH IN THE ONE-TEACHER SCHOOL

*Report of ADDA L. TRUMP, Teacher at Old Fort School,
Carroll County, Md.*

1. **Type of School:**

A rural school of twenty-five pupils, ages from one to sixteen.

2. **Equipment:**

Large coal stove, flat top (used for heating), two kettles, dipper, and cups.

3. **What served, and how conducted:**

Hot cocoa each Friday dinner during the winter. The teacher provided the cocoa; three children volunteered a week ahead to furnish milk, each child brought his or her own sugar.

The children providing the milk, made and served the cocoa, or had the privilege of appointing others.

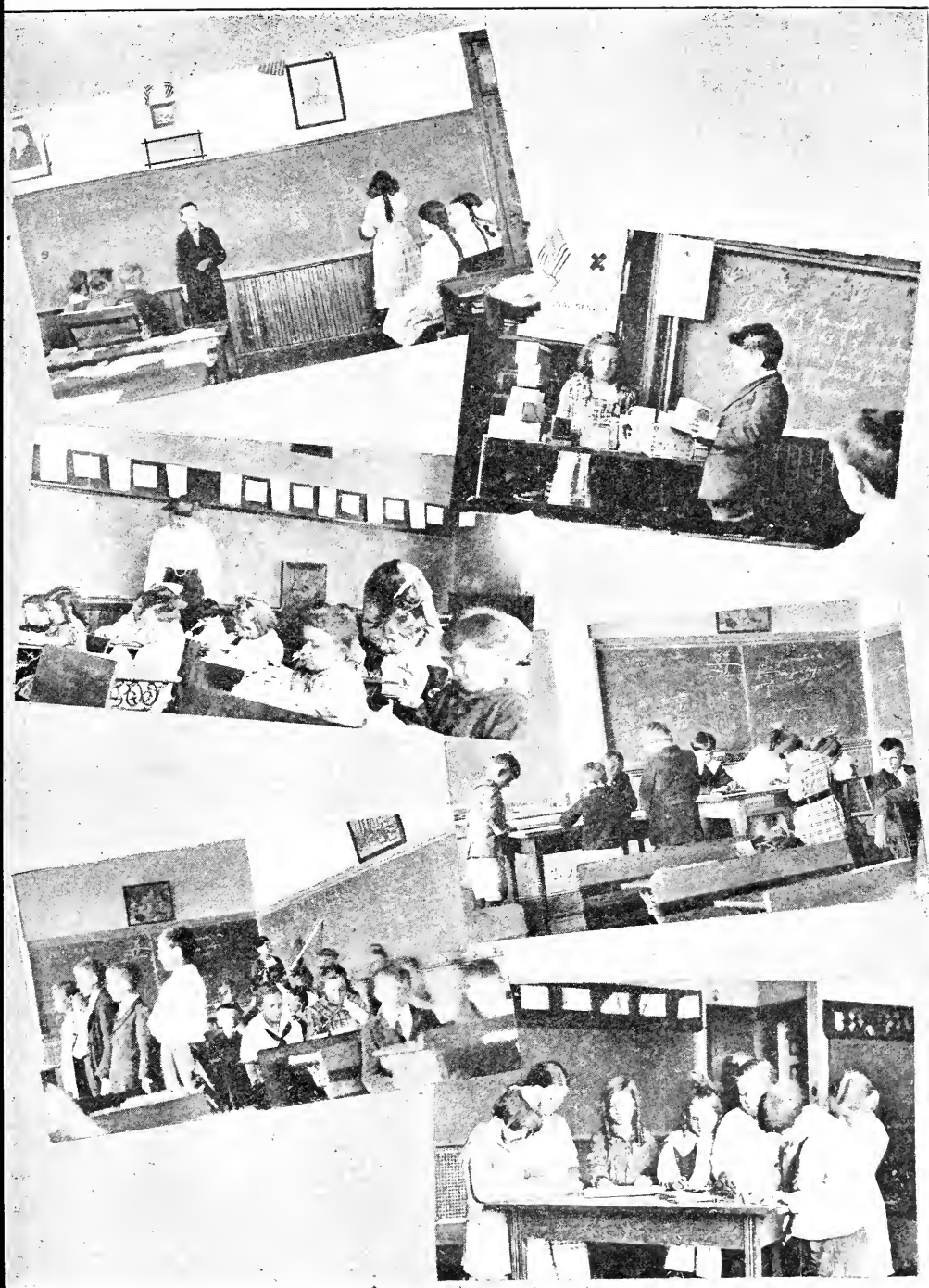
4. **Results accomplished:**

- (a) Aided physical and mental vigor.
 - (b) Table etiquette improved.
 - (c) Social training emphasized.
 - (d) Learned the value of co-operation.
-

*Report of MARY E. GETTIER, Teacher at Ebbvale School,
Carroll County, Md.*

1. **Type of School:**

The school in which I taught the past winter was a one-room, old style building with no modern conveniences. It is heated by a large flat-top coal stove. I suggested to the children that we have warm potatoes at lunch. Some at once were delighted, others skeptical; some parents objected.



LEGENDS:

MATHEMATICAL RELAY.

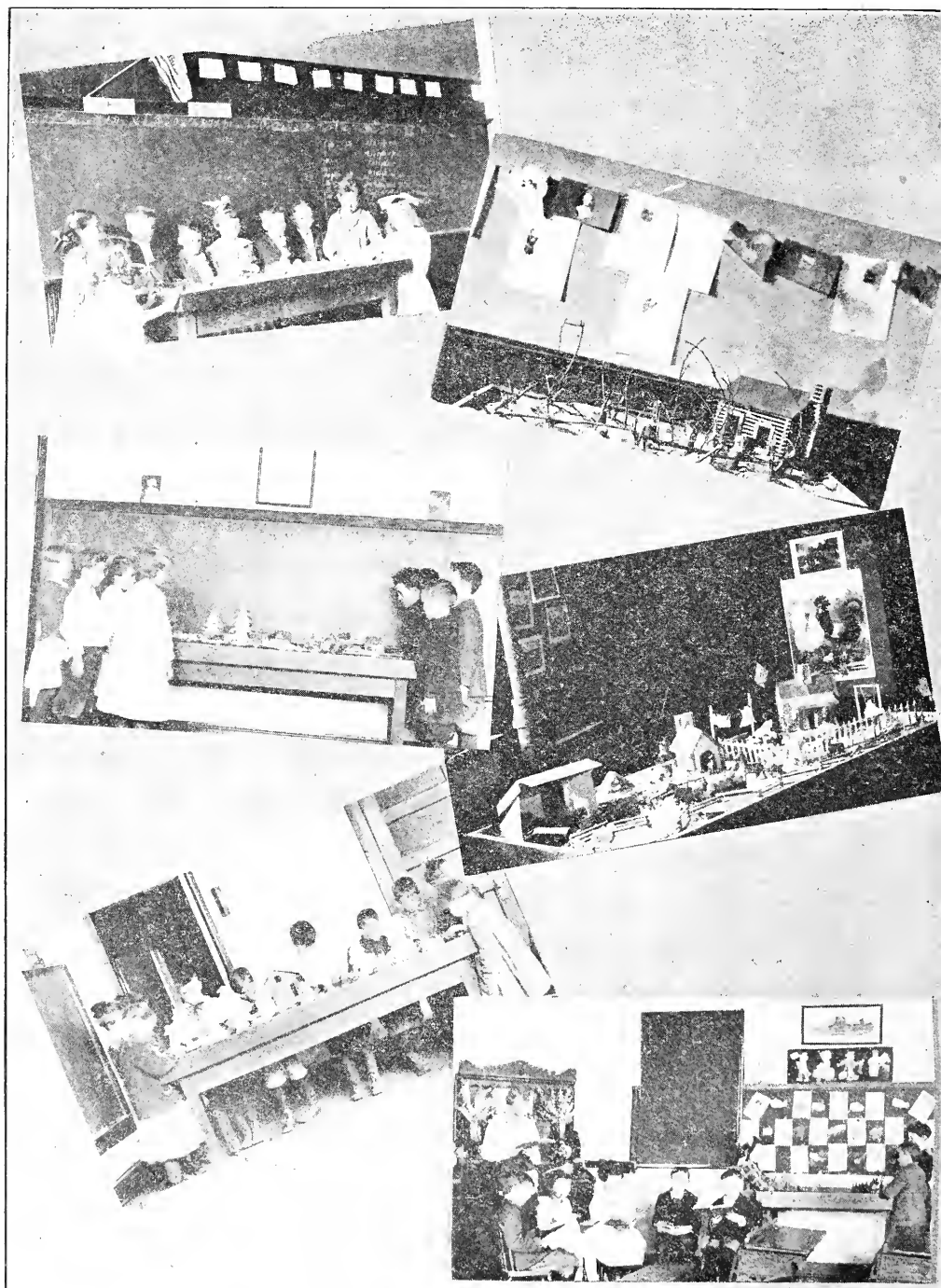
CLAY MODELING.

PUPIL CONDUCTING ARITHMETIC DRILL.

A READING DRILL THROUGH PRINTING.

A SCHOOL STORE.

PUPIL INITIATIVE—A STUDY PERIOD.



HAVE YOU A LITTLE SANDTABLE IN YOUR SCHOOL?

2. What served and how conducted:

Several of us brought potatoes; the next day a few more pupils contributed; before the month ended there were but two scholars that did not enjoy the lunch with us. Some did not miss one day. Once a month we had soup. I furnished the meat, the children the vegetables. The girls soaked the beans at night and brought them to school in glass jars. Everything toward the lunch was attended to before the opening of school. At recess, if it were necessary, we gave it some attention. I at all times served.

3. Equipment:

Each child brought his own plate, soup bowl, fork, and spoon. Either the girls or myself placed everything in order at the noon hour. The outfit I brought from my own home. It consisted of the following articles: three stew kettles—small, medium and very large; flat pan for paring; deep pan for washing potatoes; large fork, ladle, salt and pepper shakers, soap, wash cloth, and tea towel. It was a very simple outfit.

4. Results accomplished:

To all of us it was a pleasure. It was advantageous to the children's health; it created a clannish home-like feeling; the teacher had an opportunity of correcting little mannerisms that could be reached in no other way. It was very little work. The healthful pleasure in this co-operative project was educational and entirely worth while.

EXPERIMENTS WITH HOT LUNCHES IN A ONE-ROOM RURAL SCHOOL IN CECIL COUNTY

The following method of serving hot lunches in a one-room rural school was carried on by Miss Josephine B. Stearns of Middle Neck School, Cecil County. The County Home Demonstrator, Miss Day, wrote several days before her visit, asking if the pupils would like to have something hot for lunch each day, and named some articles needed which they might have ready when she came, if they approved of the plan.

The following account is written, in part, by the teacher: "On Friday, February 7, when Miss Day came, we had in readiness a dish pan and cooking kettle, loaned by the mother of one of the pupils, measuring cup, big spoon, dish towel and dish cloth, can opener and cups, spoons and paper napkins. Four cans of vegetable soup were voluntarily donated by members of the school.

"At eleven-thirty the soup was opened and put on the ordinary school-room stove to heat. At twelve, when school was dismissed for the noon hour, all the children except the larger ones who were appointed to serve, went out to play while the napkins, cups and spoons were placed on desks. The bell was then rung and the children took their seats and placed before them the lunches which they had brought from home. At a tap of the bell each row, one at a time, passed to the back of the room with cups and were served with hot soup. We observe this form of serving regularly. Since February 7 until the close of school we have not missed preparing something for lunch, with the exception of three or four days. On cold days we tried to have heating foods; on the warm days, cornstarch, salads, tapioca, etc.

"Some of the things we have had are home-made vegetable soup, potato soup (this and cocoa seem to be prime favorites), vegetables creamed and beans. Most of the potatoes, eggs, milk and beans were brought by the children from their homes. Occasionally we bought cheese and macaroni, or a package of oats or something of that sort. The dishes served at school are frequently tried out at home. Many of the girls could not understand or follow the printed directions of a recipe book. One difficulty lay in making some of the children realize that they were eating a lunch and not running a race. By reminding them frequently to eat more slowly and having them remain in a little longer when they ate fast they tried to overcome the habit.

"The week after the hot lunch was organized we decided that it was necessary to have our own dish-pan and cooking-kettle, so each one offered a nickel (we had seventy or eighty cents then, I believe) and I was to try to get a kettle or dish-pan that evening. With the contribution of one dollar, received that evening from a friend, we were able to get both articles."

The Supervisor had the pleasure of being present on several of these occasions and she will always remember the perfect system of serving, the dignity of the meals and the interesting jokes and riddles which enlivened the noon hour. She came away feeling that real education was going on with this group of nineteen children.

HOT LUNCH FOR THE RURAL SCHOOL.

BY DENA AITCHESON, *Laurel, Md.*

The very cold winter of 1917-1918, added to the rather unpalatable school lunch given children by the busy mother of a large

family, gave me the incentive to try to have something hot at lunch time for every child in my one-room rural school.

This desire led to an investigation of ways and means, for there was nothing in the way of cooking equipment, not even a stove, at school. Our heat was furnished by a very poor furnace in the basement. Now, thanks to our School Board and interested patrons, we have a fine Cole Hot Blast heater in the room.

With no equipment, I turned to the one great asset the community afforded—our own school Improvement Association, and the Farmers' Club. These bodies decided to buy for joint purposes a fine, three-burner Florence oil-heater, for which they paid twenty dollars. This was a great help, so I wrote the School Board, telling my plan for hot lunches, and asking for a donation equal in value to the stove. This was for pans, kettle, spoons, pitchers and small individual bowls, which we used for both cocoa and soup. The whole cooking equipment is of unbreakable material. This, we decided, was best, since children would do the handling of the dishes.

I utilized an old book case for a cupboard, on two shelves of which the pupils kept their lunches, and on another their drinking cups. Thus, three were left for other purposes.

For the first season of this plan we decided to have one hot thing a day, either soup or cocoa, and I wanted every child to have some. They were not asked to pay for it, but when the plan was discussed at a meeting of our Association, the members went on record as approving and voted to pay the bills for milk and groceries as presented each month. This was a real help, and then I also found that the mothers were only too glad to make donations of meats and vegetables, so as to make good strengthening soup. Soup bones came regularly. Our expenses were between four dollars and five dollars per month.

The girls from fourth to seventh grades did the cooking and washing up, two serving together. When the menu said soup, they began the preparation of vegetables and meat before nine o'clock, so as to have ample time to cook. When we had cocoa most of the preparation could be done at recess. Naturally, some attention had to be given to whatever was being made during lesson periods, but I did not find that it detracted the attention from the subject on hand.

When it was time to serve, the pupils opened their lunches, using their luncheon papers as napkins (we used crepe paper napkins for a while, but decided they were an unnecessary luxury) though some mothers used newspapers, which I do not approve of as wrapping paper for lunches. Pupils sat at their own desks. One girl would distribute spoons, another cups, then each would

take a pitcher of cocoa and pour for two aisles. We also served soup from pitchers, using dippers to distribute vegetables. When luncheon was over all pupils passed out except those who were to clean up. This they could do rather quickly.

This is the hot-lunch plan we tried for three months last winter—January, 1919, through March. Of course, the weather was not severe, but I feel convinced, from close observation, that the pupils were greatly benefited by the stimulating effects of the hot food, and were more able to do the work required. They looked better, and responded with more ease. Personally, I feel that it was a success, that better things will grow from that small effort.

HOT LUNCHEON IN THE RURAL SCHOOL

BY MISS JENNIE E. JESSOP, *Monkton, Md.*

Just at half-past eleven, when that hungry, all-gone feeling "will git you if you don't watch out," comes a strangely familiar and altogether tantalizing odor. If you're a visitor to the country school you sniff the air and silently ponder, but if you happen to be one of the thirty or more every-day regulars who inhabit the rows of desks, you inwardly chuckle and settle back to your work with a renewed vim for the remaining thirty minutes.

Finally the eager pairs of feet do march down the aisles and through the door. But what is this? A slightly diminished line (for some who live nearby have left the ranks) is returning armed with shining pails, small baskets and paper covered luncheons. They pass to their places once more and turn their attention to the packages in front of them, or perhaps, to the rear of the room where two of the larger girls are placing bowls and spoons on a table. Then they watch these embryo cooks carefully lift from the stove a large enameled saucepan, remove the lid, and all at once you discover the source of that homelike, appetizing smell which has been pervading the room.

"Soup!" you exclaim. "How can you manage that in the midst of a morning's school work?" you ask of the girls who have been all the while serving the steaming contents of the saucepan in the waiting bowls. After a generous helping has made you realize more fully the wisdom of the man who wrote:

"We may live without friends,
We may live without books;
But civilized man cannot live without cooks."

you once again begin to question.

First the broad tin shelf which encircles the Smith Heater is pointed out and you see at a glance that the heat which rises from the jacketed furnace will boil soup if it is placed over the furnace early enough. The girls tell you that they quickly prepare for their hot dish before school in the morning, and that the soup is simmering away on the stove when the school bell rings. This is only possible, however, when many hands are helping, quite reversing the old adage, "Too many cooks spoil the broth." You are next piloted to a large built-in cupboard, fortunately quite convenient to the stove, where you note one shelf is given over to this school-housekeeping, for on it are arranged bowls and spoons (which, by the way, each prospective buyer brings from home at the first of the soup season), a large dish pan, a mop, a covered saucepan, a long-handled spoon, salt and pepper shakers, a paring knife, dish cloth, tea towels, and soap. A small tea-kettle solves the problem of hot dish water. The cooking utensils have either been borrowed from the teacher's home, donated by the pupils, or purchased from the school funds.

"Very well!" you remark rather skeptically, "but how do you procure the ingredients for this daily warm dish?" "We try many schemes for that," you are told. "At times one pupil may present us a peck of potatoes, another gives our shelves quite a prosperous air by placing thereon a can of tomatoes, corn or soup stock, a bunch of parsley, some onions, or possibly a bag of salt, sack of rice or barley. When we find the larder empty we purchase from the grocery, which happens to be near by. One serious problem is the meat, which never is donated to us. But as the teacher is a commuter, she can come to the rescue by purchasing in the city a small amount of soup meat. Yes, even in these days of high prices fifteen cents worth may be enough to give quite a richness to this saucepan of soup, if a piece of suet and a good-sized bone be dropped in. Before the price of Campbell's products soared we kept on hand a case of their soups for emergencies. Their tomato soup with butter floating on top and a few crackers make a particularly fine addition to a cold lunch on a blustery winter day."

How is this soup making financed? Whatever the cost of today's luncheon may be is divided among those who buy. Three cents is the maximum cost for a good-sized bowl of soup. For example, if twenty pupils purchase and the entire outlay has been sixty cents, each child pays three pennies. Sometimes when our meat is the only expense, we can sell for a penny a bowl.

To the query as to difficulties experienced in this little undertaking, the teacher replied that the unsolved problem is how to provide a hot addition to his lunch for each and every child who

remains at school, whether it is possible for him to produce the required number of pennies or not. The object is only to serve those children who are unable to reach home at noon because of the distance.

It would probably be more business-like to appoint couples to wash and wipe the dishes, prepare the vegetables and do the numerous other little tasks connected with this mid-day luncheon, but thus far the girls have worked together and shown such a willingness to do that no regular officers or monitors have been felt to be necessary. A small account book wherein is placed the cost of each article in order to get the sum total for the day and where a record is kept of the names of those served is helpful.

Where milk is easily obtained it should be easy to vary the menu, substituting cocoa and various other dishes for soup on certain days.

HOT SCHOOL LUNCH.

BY EDNA WARING, *Laurel, Md.*

Scene: A one-room rural school-house, interior view.
Persons: Rural teacher, country boys and girls—twenty.
Place: Fairy Spring.
Time: Winter.

The boys and girls are eating their first hot lunch. They are seated at attractively arranged desks on one side of the room. Their ages and sizes vary. Some are wee tots of six years, and not any are quite fourteen. Happiness is pictured on their faces. It is evident that each one is enjoying the lunch more than words could express. What an inspiring sight to the observer!

How was the hot lunch made a success? First, plans were discussed with the parents and co-operation was readily given. The children were most enthusiastic.

Owing to lack of space, the little cloak-room was converted into an attractive kitchen, and supplied with full equipment. How could the cloak-room be dispensed with? A long bench was placed behind a row of desks, near a wall, so that it would not be noticeable, and each child was required to carefully fold his wraps and place them on the bench. Each family had separate places. The wraps were well taken care of in this systematic manner. One remote corner of the kitchen was used for sanitary purposes.

The provision of food depended upon the parents. When miscellaneous supplies were needed such as cocoa, oatmeal, etc., each child was asked to contribute a penny.

Under the teacher's supervision, two girls made out a menu for a week, and sent copies of it by the children to the homes. As the apportionment had to be uniform, this was a good test in accuracy.

Little school time was lost. Two girls were appointed to prepare the food. Vegetables were prepared before school hours. It required only a moment to place the food on to cook. Just before food was ready to serve, the desks which were used as tables were properly laid with clean napkin, plate, knife, fork, spoon and glass. A paper napkin was placed under each plate. Two waitresses did the arranging, all of the serving, cleaned crumbs away, and washed dishes; also towels. Twenty minutes was sufficient time for washing dishes. Each child brought from home a plate, a knife and fork, spoon, cup or glass, to be kept at school throughout the winter.

The children furnished their own bread. Only one hot dish and cocoa or hot milk were provided.

WARM LUNCH IN THE RURAL SCHOOL

BY ETHEL I. FOGLE, *Woodsboro, Md.*

The general awakening of interest in the warm lunch idea for rural schools affords a wonderful opportunity for mothers as well as teachers. There are no organizations better fitted to help and encourage teachers in this work than Mothers' Clubs or a Parent Teachers' Association. They may be a special aid in creating interest, overcoming opposition, raising funds or donating supplies.

It is hoped that the following experience may inspire others to give the plan a trial.

This school consisted of three rooms and three teachers, of which I was the primary teacher. There were from sixty to seventy pupils from the rural districts that carried cold lunches. I was from the rural district and carried a cold lunch. With a thermos bottle I provide something warm each day with my lunch. I realized how essential this was to me, so I began to look about for a way to provide for the sixty to seventy children who carried cold lunches. A few children were too poor to have any lunch.

The environment was poor, the people, in general, were of a poor working class. I knew there was a limited source to draw from.

I was eager for the co-operation of the farmers and the wealthier people.

I talked warm lunch, I hoped for warm lunch until I succeeded.

We had poor equipment, just a flat-top coal stove, but we were willing to use the meager equipment if we could secure the interest of our patrons.

I went to individual patrons and talked over my plans. Two of them said they would supply milk and cocoa.

After using the stove in the middle of the room one week, I was present at a Mothers' Club meeting and I talked about the warm lunch and the poor means of cooking I had. One member, with no children in school, offered me her coal oil stove to use. I gladly accepted it. She filled it with oil and sent it to the schoolhouse with the children.

Interested mothers supplied sugar, salt, canned corn, tomatoes, beans, peas, milk, cream, butter, eggs, potatoes and cocoa, also kettles of prepared soup.

The following plan was carried out successfully in managing the work. Each Friday I appointed two girls from the larger room to assist in preparing and serving the food the following week. No time was lost from school work as the food was prepared at recess or before school.

At five minutes of twelve books were laid aside, lunch boxes passed and napkins spread; then each child passed in line, got his cup and spoon from the table and was served by the housekeepers. As each pupil finished he stacked his dishes upon the table to be washed.

The following articles were secured at my expense:

Two large cocoa pots; two large mixing spoons; two large kettles; one dish-pan; two paring knives; two tea towels.

One hot dish was served each day, and two if we had plenty of supplies.

We followed many recipes provided in Bulletin No. 12, issued by Maryland State College, Extension Service, College Park, Md.

Each Monday I placed our menu upon the board. It ran as near the following as possible:

Monday—Cocoa or hot broth.

Tuesday—Soup or vegetables.

Wednesday—Cocoa.

Thursday—Soup or vegetables.

Friday—Cocoa or hot milk.

Of course the work took time, trouble, and careful planning; but I considered myself more than repaid by the increased pride in "our school," the children's delight when we had "company for

lunch," the improved school work, the interest and praise of parents, and most of all by the good effect upon school discipline.

"Thrift and Economy" was our motto. Not a thing was wasted. The spirit of sharing and helping the less fortunate was very prevalent in both parents and children, as a good result of our efforts in serving warm lunches.

THE SCHOOL BOARD AND THE RURAL TEACHER

County Superintendent Jessie C. Martiny, of Baraboo, Wis., in her publication, Sauk County Schools, tries to get the school-board member and the teacher to see the school problem in the following way:

If I were a school board I would—

1. Visit that little school down the road so as to make the teacher and those little men or women feel that some one is really interested in their progress.

2. Meet the teacher at the schoolhouse now and then to talk over both the good and bad features in connection with my school. Work with her to make this school the best in Sauk County.

3. Before criticising the work being done in the schoolroom, find out if it is caused by the lack of equipment rather than the lack of teaching ability.

4. See that the pupils are provided with good texts—not the kind I used when a child, but such books as he can comprehend, and will help to learn the new things he must know when he grows up.

5. Encourage the community to co-operate in a constructive way in creating a "school atmosphere" such that the teacher and pupils will feel the community support.

6. Hire that teacher soon so that I would be sure to get the best to be had.

7. When hiring a teacher, consider her in terms of teaching qualifications, personality, etc., rather than in terms of wages. Give her something to work for.

8. Be quick to indorse all good efforts being made to truly Americanize my school and my community.

If I were a teacher, I would—

1. Try to win the confidence, respect, and love of every child who comes to my school.

2. Appeal to each child through the avenues of his interest.

3. Put myself in the place of the child, think as he does, feel as he does, imagine myself sitting at his seat and watching me as his teacher. Will I do, say, and teach things as I am doing, saying, and teaching things? A child's criticism is never far from right.

4. Remember that I am either making or marring ideals each day as I stand before them.

5. Get acquainted with every mother and father in the district. Meet them on their grounds. Interest myself in their problems and work.

6. Be square with my school board, frank in my criticism, open to suggestions, co-operative in spirit, firm in stating what I believe to be for the best interests of my school, and square in all my dealings with them.

7. Believe in myself, in my desire and ability to do something for those about me.

8. Smile.

VICTROLA RECORDS.

The requirements for a standard school of one or two rooms, includes, under Equipment, Item No. 7, a minimum of twelve approved records, if the school has a talking machine.

A committee of three supervisors prepared the following list, submitted it for discussion at the last supervisors' conference, and revised it in accordance with suggestions given thereat. The list has been approved by the State Board of Education.

Not more than one record may be selected from groups 6, 12, and 13, and not more than two records from each of the remaining groups, until every group is represented in the selection owned by the school.

1. Band Marches for Marching, Rhythm Work, Etc.:

TITLE.	Number.	Price.
In Lilac Time;		
Clayton's Grand March.....	35397	\$.85
Tenth Regiment March;		
In the Park March.....	18017	.85
Jolly General March;		
Patriotic Medley March.....	35608	.85
King Cotton March;		
Officer of the Day March.....	16386	.85

	TITLE.	Number.	Price.
	The Southerner March;		
	The Thunderer March.....	35531	1.35
	Sabre and Spears March;		
	Solid Man to the Front March.....	18504	.85
	Grand March from "Aida";		
	Rondo Capriccioso	35265	1.25
2.	Primary Rote Songs:		
	Mother Goose, No. 1 (6 songs) ;		
	Dew Drop, Etc.....	17004	\$.85
	Gingerbread Man, Etc.....	18015	.85
	The Squirrel, Etc.;		
	The Singing School, Etc.....	17719	.85
	Humpty Dumpty, Etc.....	18176	.85
	The Little Shoemaker, Etc.;		
	Song of Iron, Etc.....	17937	.85
	Mr. Duck and Mr. Turkey, Etc.;		
	Mr. Squirrel, The Bunny, Etc.....	17776	.85
	The Postilion, Etc.;		
	Pull a Cherry, Etc.....	18330	.85
	The Leaves Party, Etc.;		
	Tracks in the Snow, Etc.....	18074	.85
	Blowing Bubbles, Etc.;		
	Froggies' Swimming School, Etc.....	17596	.85
3.	Intermediate Rote Songs:		
	The Poppy Lady.....	17686	\$.85
	On the Road to Mandalay.....	35476	1.35
	Humoresque	17918	.85
	Sweet and Low.....	47096	.60
	Swing Song	17218	—
	Under the Greenwood Tree.....	17623	.85
	War Song of Normans.....	17625	.85
	Hail to the Chief;		
	Ave Maria	55052	1.50
4.	Folk Songs:		
	Carry Me Back to Old Virginny.....	74420	\$1.50
	My Old Kentucky Home.....	74468	1.50
	My Old Kentucky Home;		
	Home, Sweet Home.....	18045	.85
	Old Black Joe.....	64359	1.00
	The Minstrel Boy.....	64117	1.00

	TITLE.	Number.	Price.
	Scots Wha Hae Wi Wallace Bled; Jock o' Hazeldean.....	16961	.85
	Neopolitan Favorites; Spanish Ballads	35558	1.35
5.	Band Accompaniments for Chorus Singing:		
	Annie Laurie; Love's Old Sweet Song; Drink to Me Only; Flow Gently Sweet Afton.....	18177	\$.85
	Believe Me, If All Those, Etc.; Home, Sweet Home; My Old Kentucky Home; Battle Hymn of Republic.....	18145	.85
	Massa in de Cold, Cold Ground; Old Black Joe; Old Folks at Home; Juanita	18519	.85
	America; Red, White, and Blue.....	17580	.85
	Star-Spangled Banner; Hail Columbia	17581	.85
	Sea Songs; War Songs	35351	1.35
6.	Whistling:		
	Spring Voices (Gialdini); Birds of Forest.....	16835	\$.85
	Mocking Bird (Haffort); Tout Passe Waltz (Gialdini).....	18083	.85
	Narcissus (Kellog); Serenade (Kellog)	45085	1.00
7.	Folk Dances, Singing, Games, Etc.:		
	The Muffin Man, Etc.; The Soldier Boy, Etc.....	17568	\$.85
	Seven Pretty Girls; Come, Let us be Joyful.....	17761	.85
	Sellengers Round; Gathering Peascods	18010	.85
	I See You; Dance of Greeting.....	17158	.85

	TITLE.	Number.	Price.
	Shoemaker, The;		
	Klappdans (Swedish)	17084	.85
	Carousel;		
	Morris Dance	17086	.85
	Chimes of Dunkirk;		
	Nigarelpolska	17327	.85
	Bleking;		
	Mountain Polka	17085	.85
	May Pole Dance;		
	English Folk Dance.....	17087	.85
	Pop Goes the Weasel;		
	Norwegian Mountain March.....	17160	.85
	Looby Loo, Etc.;		
	Jolly is the Miller, Etc.....	17567	.85
	Hansel and Gretel, Etc.....	17103	.85
8.	Nature Study:		
	How Birds Sing (Kellog);		
	The Bird Chorus (Kellog).....	45163	\$1.00
	Songs of Native Birds, No. 1;		
	Songs of Native Birds, No. 2.....	55049	1.50
	Jingles from the Marsh Birds, No. 1;		
	Jingles from the Marsh Birds, No. 2.....	45117	1.00
	Songs and Calls of Native Birds (Gorst);		
	Songs and Calls of Native Birds, No. 3;		
	Songs and Calls of Native Birds, No. 4....	17735	.85
	Song of Nightingale;		
	Song of Thrush.....	45057	1.00
9.	Old Familiar Songs, Hymns, Etc.:		
	Little Grey Home in the West.....	64412	\$1.00
	The Mocking Bird.....	74465	1.50
	Long, Long Ago.....	87267	2.00
	Whispering Hope;		
	Abide With Me.....	17782	.85
	Rock Me to Sleep, Mother;		
	In the Gloaming.....	16405	.85
	A Wee Hoose Mang the Heather (Lauder)	70076	1.25
	Last Rose of Summer;		
	Evening Star	16813	.85
	My Old Kentucky Home.....	16389	—
	Drink to Me Only, Etc.....	64401	—
	Love's Old Sweet Song.....	74321	—

TITLE.	Number.	Price.
Home, Sweet Home.....	16195	—
Lead Kindly Light.....	16533	—
Onward Christian Soldiers.....	16419	—
Dixie	64637	—
Beautiful Isle of Somewhere.....	64411	—

10. Records for Appreciation:

Voices—Lyric (Soprano).

Mighty Lak a Rose (Farrar).....	88557	\$3.00
Lo, Hear, The Gentle Lark (Gluck).....	64267	1.00
Thou Brilliant Bird (Tetrazzini).....	88318	—
Swiss Echo Song (Tetrazzini).....	88311	3.00
Lass With The Delicate Air (Kline); Arrow and Song.....	17190	.85
Nightingale Song (Gluck).....	64566	1.00
Sing Me to Sleep (Gluck & Zimbalist)....	88573	3.00
From the Land of Sky Blue Water (Hinkle)	60079	.85
My Laddie (Gluck).....	64183	1.00

Lyric (Tenor).

Four-Leaf Clover (Williams).....	64139	1.00
Goodbye (McCormack).....	74346	1.50
Hark! Hark! The Lark (Williams).....	64218	1.00
I Hear You Calling Me (McCormack)....	64120	1.00
A Little Bit of Heaven (McCormack)....	64543	1.00
Mother Machree (McCormack).....	64181	1.00
My Wild Irish Rose.....	64426	1.00
Underneath the Stars (Dixon); Shadowland (Dixon).....	17946	1.00
Somewhere a Voice is Calling (McCor- mack)	64405	1.00
Crossing the Bar (Williams).....	74119	1.50
The Sandman (Williams).....	64220	1.00
Open the Gates of the Temple (Williams).	74198	1.50
Perfect Day_ (Williams).....	64306	1.50

Contralto.

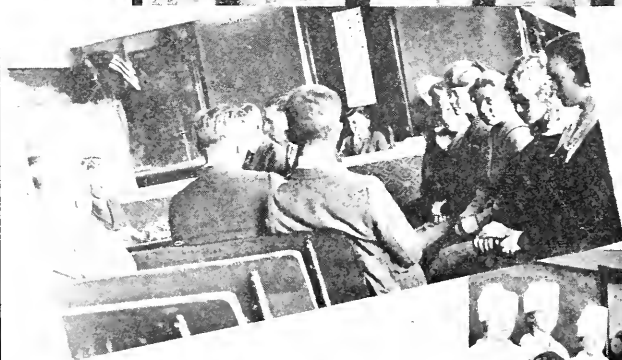
My Heart Ever Faithful (Homer).....	88575	3.00
Silver Threads Among the Gold (Elsie Baker);		
When You and I Were Young, Maggie....	17474	.85
Ewa Yea, Wah, Wah, Taysee (Baker);		

TITLE.	Number.	Price.
By the Shores of Hitchee Goome;		
Then the Little Hiawatha, Trio.....	35617	1.35
I Cannot Sing the Old Songs (Homer)....	87204	2.00
Slumber Song (Baker);		
Sleep Little Baby of Mine (Baker).....	17212	.85
Baritone.		
Ivy Green (Werrenrath);		
When the Swallows Homeward Fly (Werrenrath)	45067	1.00
Gypsy Trail, Etc. (Werrenrath).....	45109	1.00
Love's Old Sweet Song (Whitehill).....	74321	1.50
Bass Rolling Down to Rio (Witherspoon)	64151	—
Instruments—Violin, Cello, Harp.		
Berceuse from Jocelyn;		
Humoresque	17454	.85
Evening Chimes;		
Cupid's Garden	18018	.85
Kathleen Mavourneen;		
Killarney	18091	.85
Violin, Harp, Flute.		
At the Mountain Inn;		
Melody of Love.....	17747	.85
Woodland Echoes;		
Evening Chimes	17523	.85
Flower Song;		
The Rosary	17055	.85
Herd Girl's Dream;		
Happy Days	16967	.85
Silent Night;		
Christmas Hymn	18389	.85
Otilia March;		
Panama March	18040	.85
Moment Musicale;		
Mazurka	18216	.85
Gavotte (Mozart);		
Minuet (Mozart)	17917	.85
Stars and Stripes Forever, March;		
Love's Power, Waltz.....	18092	.85

TITLE.	Number.	Price.
Violin.		
Minuet in G. (Elman).....	64121	1.00
Barcarolle (Powell) ..	64457	—
Prize Song (Elman).....	74186	1.50
Souvenir (Powell)	64070	1.00
Meditation from Theis.....	74135	—
Humoresque (Kreisler)	74180	1.50
Minuet in G. (Zimbalist);		
Gavotte in D. (Zimbalist).....	74444	1.50
Ave Maria (Heifitz).....	74563	1.50
Cello—(See Descriptive Records).		
Petite Valse (Herbert).....	64297	1.00
Evening Star;		
Last Rose of Summer.....	16813	.85
Traumeri;		
A Dream	45102	—
To My Guitar (Harrison);		
Slumber Song (Harrison).....	45072	1.00
Orchestra—(See Descriptive Records).		
Band—(See Marches, etc.).		
Cornet.		
Bugle Calls of United States Army, No. 1;		
Bugle Calls of United States Army, No. 2.	16056	.85
11. Descriptive of Sound, Movement, Etc.:		
La Papillon, Dance of Butterflies;		
Serenade	45158	\$1.00
Minute Waltz (Powell);		
The Bee (Powell).....	64076	1.00
Forge in the Forest;		
Anvil Chorus	17231	.85
Dance of the Honeybees;		
Anvil Chorus	16175	.85
Spinning Song (Mendelssohn);		
Swedish Wedding March.....	35159	1.35
Les Ronde de Lutins;		
(Dance of the Goblins) (Heifitz).....	74570	1.50
William Tell Overture, No. 1;		
William Tell Overture, No. 2.....	17815	.85



THE NEW EDUCATION.



WHY MARYLAND CHILDREN LOVE THEIR HIGH SCHOOLS.

TITLE.	Number.	Price.
William Tell Overture, No. 3;		
William Tell Overture, No. 4.....	18012	.85
Poet and Peasant Overture, No. 1;		
Poet and Peasant Overture, No. 2.....	35509	1.35
Peer Gynt, No. 1.....	35470	—
Peer Gynt, No. 2.....	18042	—
In the Black Forest;		
In a Clock Store.....	35324	1.35
Shepherd Life in the Alps;		
Cosmopolitan Overture	35282	1.35
Napoleon's Last Charge;		
Battle of Nations.....	18121	.85
La Cygne;		
Melody in F (Hans Kindler).....	45096	1.00
12. Yodels:		
Alpine Specialty;		
Emmet's Favorite	16968	\$.85
Roll on Silver Moon.....	16077	.85
Bavarian Yodel	16120	.85
13. Comics (Lauder):		
Roamin in the Gloamin (Lauder).....	60105	\$1.00
Stop Your Ticklin, Jock (Lauder).....	60002	.85
She is My Rosie.....	60142	.85
It is Nice to Get up in the Morning; but it's Nicer to Lie in Bed.....	60143	.85
When I Was Twenty-one.....	—	—
I Love a Lassie.....	60001	.85

CONSTANTS IN EDUCATION

While war service work is being emphasized in the schools, Dr. Nathan C. Schaeffer, State Superintendent of Public Instruction of Pennsylvania, points out some of the constants which must not be neglected. The list, as follows, is not designed to be exhaustive:

1. Reading and writing are indispensable in the adjustment to modern civilization. The rudiments of an English education are essential in the making of citizens who shall be one hundred per cent American.

2. The war will not change the multiplication table nor cause us to drop the decimal scale in number work.

3. The four fundamental operations in integers and fractions including decimals, will have to be taught during the war in all our schools and will continue to be taught regardless of the changes which victory will bring about.

4. The principles of percentage will continue to be taught. The same is true of square root and cube root, of the operations of algebra and the theorems of geometry. The war will not change the truths of calculus and of the higher mathematics.

5. History and geography have constant elements. The war cannot change the date of the discovery of America nor the causes which led to this discovery. Maps change, but the forces which are taught and explained in physical geography will not be changed by the war. The causes of day and night, of the seasons, of the weather, of tides, and of twilight will not be changed by the war.

6. The law of gravitation will continue to operate. The war will not change the laws of nature. The principles of chemistry, physics, and biology will be taught after the war as before the war.

7. There are unchangeable laws of development in the growth of human beings. These will not be modified by the war. The war may make us understand and appreciate these as never before and thus cause us to lay greater stress upon certain phases of instruction in health and sanitation.

The foregoing may serve to show that there will be less change in the schools after the war than many people now expect. It will ease the conscience of many teachers and make them more happy in their work if they are impressed with the fact that there are constants as well as variables in education.

STANDARD PICTURES.

The following list of pictures for elementary schools was compiled by a committee of three supervisors, submitted to all the supervisors in conference, and finally made up in accordance with suggestions growing out of discussions. It is approved by the State Board of Education in conformity with Item No. 6, under Equipment, of the requirements for a standard school.

The members of the committee have contributed articles on the value of pictures for the schoolroom. These articles follow the list of approved pictures:

First Grade

1. Madonna and Child.....Sichel
2. Baby Stuart.....Van Dyck
3. Feeding Her Birds.....Millet
4. Age of Innocence.....Reynolds
5. Member of Humane Society.....Landseer
6. Along the Canal.....Louyot
7. Infant SamuelReynolds

Second Grade

1. The Helping Hand.....Renouf
2. The Boy and the Rabbit.....Raeburn
3. School in Brittany.....Geoffrey
4. The Five Senses.....J. W. Smith
5. Shoeing His Horse.....Landseer
6. Madonna of the Chair.....Raphael
7. The Girl with the Cat.....Hoecker

Third Grade

1. The Song of the Hearth.....Grust
2. Pilgrims Going to Church.....Boughton
3. Sistine MadonnaRaphael
4. Children of Charles I.....Van Dyck
5. Sir GalahadWatts
6. The AngelusMillet
7. The Lion's Head.....Bonheur

Fourth Grade

1. The Horse Fair.....Bonheur
2. The End of Day.....Adan
3. Song of the Lark.....Breton
4. Crossing the Ford.....Troyon
5. The Dance of the Nymphs.....Corot
6. The Knitting Shepherdess.....Millet
7. The ArabSchreyer

Fifth Grade

1. The GleanersMillet
2. SpringCorot

3. Cows at Watering Place.....Aguste Bonheur
4. Landscape with Mill.....Van Ruydael
5. Avenue of Trees.....Hobbema
6. WindblownCampbell Art Co.
7. Passing CaravanDrake

Sixth Grade

1. AuroraReni
2. The Fagot Gatherer.....Corot
3. Reading from Homer.....Alma Tadema
4. Greek Girls Playing Ball.....Leighton
5. Angels' HeadsReynolds
6. The Golden Stair (for hall or narrow space).....Burn Jones

Seventh Grade

1. Amiens Cathedral
2. St. Marks Cathedral.....
3. The Parthenon
4. Night WatchRembrandt
5. The Stag at Bay.....Landseer
6. The Pot of Basil.....Brill

The *minimum size* for a standard wall picture without the frame or mat shall be 200 square inches.

A complete set of these wall pictures, small size, should be in each supervisor's office so that teachers and pupils desiring to make a selection can do so intelligently.

Permanent wall pictures should be large and suitably framed. The frames should be plain with no ornate projections to catch the dust or distract the eye from the picture. The usual rule for color is that the color of the frame should correspond to the middle tone of the picture.

Small pictures have their value and should be given from time to time a temporary place upon the wall—pictures that come and go to make clear and interesting some points in the subject under consideration.

Addresses of Picture Companies

Dulany-Vernay Co., Baltimore, Md.
 Meyer & Thalheimer, Baltimore, Md.
 Purnell Art Co., Baltimore, Md.
 A. W. Elson & Co., 146 Oliver street, Boston.
 Perry Pictures Co., Malden, Mass.
 Prang Educational Co., New York.
 W. H. Pierce & Co., 352 Washington street, Boston.
 George P. Brown & Co., Beverly, Mass.

PICTURES FOR THE SCHOOLROOM.

BY I. JEWELL SIMPSON, *Supervisor Elementary Grades,
Carroll County.*

It has been well said that fine art in the Elementary school should be, what it is for the majority of us through life, "the hand-maid of other subjects, as well as of our thinking. In adulthood most of us express ourselves, not in *creating* art, but in *selecting* what we believe to be either useful or beautiful."

It is better to have one good picture that will really be an inspiration to all in the schoolroom than twenty such as those often found hanging on the walls. For a room of the usual size not more than four or five pictures are needed, since more than this number tends to produce a crowded effect. Each picture should be large enough to be seen and studied with ease from the remotest part of the room. The smallest details of framing, hanging, and arrangement are not insignificant; the best and most expensive pictures lose effectiveness if placed in austere straight rows, given unsuitable setting, hung in wrong relation to each other or in a poor light.

Every picture used for schoolroom decoration should be a recognized work of art. Of especial interest to children are those portraying animal life, landscapes, historical events, child life, domestic scenes.

THE INFLUENCE OF GOOD PICTURES

BY HULDAH BRUST, *Supervisor Rural Schools, Washington County.*

Pictures that are placed upon the schoolroom walls are not for decoration alone but because the influence of art is a vital power in our daily life. We should be doing only half our duty by our boys and girls if we withheld from them this art life which is their legitimate inheritance. We admit that the best literature and only the best should be given to the public school child. Should not then the world's best art find its place in the schoolroom? The best is none too good for our children. A good picture speaks to the very soul of a child. Many new ideas creep into the child's mind by means of a picture. Dewey says, "It is the business of the educator to see to it that the greatest possible number of ideas acquired by children and youth are acquired in such a vital way that they become moving ideas—motive forces in the guidance of conduct." Pictures make a more lasting impression than words, produce imagination, appeal to the emotions and develop the aesthetic qualities of child nature. When a pupil is surrounded by good pictures there is a likelihood of

his unconsciously absorbing ideals from the good, so that the bad displeases. A picture often becomes an inspiration to a child and a controlling power through life. Anything that affects conduct for good is moral education—hence good pictures are a moral education.

The value of a clean, neatly kept schoolroom whose walls are adorned with a few well framed, well selected masterpieces can not be estimated. This silent influence often changes the entire conduct of a room. Any child finds it easier to be clean of body and clean of mind in a clean attractive schoolroom. Above all children delight in pictures. Pictures make them happy. Is not this in itself enough reason for having pictures in the schoolroom? One of the greatest pleasures of life is to know how to make the world beautiful for others. In poetry and in music we have begun to learn how to teach. Children happily say their poems and sing their songs. Should we not teach the children to know and love good pictures as well as good poems and good music?

THE PLACE OF PICTURES IN THE SCHOOLROOM

BY M. ANNIE GRACE, *Supervisor Primary Grades,
Baltimore County.*

There are two main uses for pictures in the schoolroom—one to convey information, to clarify or to intensify ideas; the other to exercise and develop the aesthetic sentiment or the feeling for beauty.

With regard to the former it may be pointed out that it has long been accepted as an axiom that the best explanation of a thing is the study of the thing itself; and the next best is a study of a picture of the thing. This mode of explaining and conveying information should be largely used in geography and history. In every school there should be portfolios containing illustrative material gathered, by pupils and teacher, from magazines, railroad guides, steamboat folders, newspapers, and other sources. These pictures should be used as illustrative material, and should come and go, remaining on the bulletin board only while the topic to which they are relevant is being discussed.

One of the aims or purposes of education is to give pupils the ability to appreciate things that are beautiful. The best way to arouse and cultivate an aesthetic sentiment or the feeling for beauty on the part of school children is to surround them, as far as possible, with the beautiful as it is revealed in nature and art—to make the schoolroom a school home, a place where one would love to linger. Well-chosen wall pictures will aid in reaching this goal.

In every schoolroom there should be a few good pictures for wall decoration. For a room of ordinary size, not more than four or

five pictures are needed. These pictures should be large enough to be seen from all parts of the room. In framing, a mat may or may not be used; the frame should be of a neat molding finished in brown or black.

Wall pictures should be hung as effectively as possible. If necessary to hang above the blackboard, a space of a few inches should intervene between the top of the board and the picture. If hung at the side of the room, they should be hung as low as possible in order that the pupils may study them.

Every picture selected for schoolroom decoration should be a recognized work of art—a copy of one of the famous masterpieces. Real works of art which deal with animal life, child life, landscapes, and domestic scenes have been found especially interesting to children. In order to assist the teacher to select pictures suitable for her classroom a graded list of subjects appears elsewhere in this publication—graded because the teacher of one grade is especially interested in pictures suitable for her specific grade. The rural teacher will select from both primary and grammar grade lists in order that she may secure pictures adapted to the interests of all of her pupils.

PEDAGOGIC DECALOGUE

1. Thou shalt make health—unbounded health—the daily theme of thy teaching.
2. Thou shalt have sat, suppliantly, at the feet of successful teachers, and successful teachers of teachers.
3. Thou shalt be pronounced a slacker before the law if thou failest to teach War Facts and Peace Terms.
4. Thou shalt speak with a voice of velvet.
5. Thou shalt dress as becomes a votary of thy high calling—not like last week, nor yet as day after tomorrow.
6. Thou shalt have been inoculated with the faith that thine is the biggest, the best, and the most far-reaching job under high heaven.
7. Thou shalt not be found guilty of having offered a problem to thy classes without having first weighed it, long and carefully, in the innermost sanctuary of thy heart.
8. Thou shalt not stop the mouths of thy pupils with irony and innuendo.
9. Thou shalt not be to thy pupils a Kaiser or a Czar—remember the Bolsheviki.
10. Thou shalt not talk thy pupils stone-blind—make it at least fifty-fifty.

—*Savanna, Ill., Year-Book.*

THE TEACHER

May be anywhere from twenty to seventy years young.

She sleeps with her window open, and teaches with her mouth shut.

She knows her subject thoroughly, tells it cautiously, and listens eloquently.

She has the three P's of teacherdom—pep, persistence, and pedagogy.

She knows ships and shoes and sealing wax, and cabbages and kings.

She can walk a league, drive a Packard, caress an angle worm, bind a wound, or darn a sock.

She can bake a loaf, quote a sonnet, judge a Rembrandt, and tell the stars.

She reads System, The Literary Digest, Good Housekeeping, The Atlantic Monthly, The Psychological Clinic, and a daily paper.

She has visited Mrs. Jones, consulted with Mrs. Smith, debated with Mrs. James, and dined with Mrs. Brown.

She plans with the strategy of a Foch, and executes with the energy of a doughboy.

She is the educational salesman de luxe.

Hers is the superlatively future tense in artistry.

SUPR. C. H. LEVITT, *Savanna, Ill.*

THE RECITATION

The recitation is a replica of the New England town meeting—a device for setting democracy to work.

The recitation is a stage upon which the child practices consideration of the rights of others, tries out his own possibilities, measures his skill against his companions, and plays the game according to Hoyle.

The recitation is a place where the class has the audience-feeling and where pupil-success is measured by class approval. So long as the teacher is the sole arbiter and the only dispenser of approval, just so long will children look with suppliant eyes toward the platform.

The recitation is an activity in which a greater part of the lines of action pass from pupil to pupil.

The recitation goes out into the world for its method. Children stand for recognition. The first one up reports, unless he has already spoken on the subject. In that case, the second one up is given the floor. Thus, all the members of the class are given opportunities to express themselves.

The recitation is a sum in mathematics in which the output should be equal to the sum of the combined possibilities of the pupils. All the cylinders should be working.

The recitation is a place where there is "impact of young thought on young thought; of hot thought on hot thought; of fresh thought on fresh thought," for all these are the full play of the natural mind.

The recitation, when considered as above, becomes a rendezvous for whole-hearted, purposeful work; the playground of serious endeavor; and the greatest of indoor sports.

—*Savanna, Ill., Year-Book.*

THE PROJECT

The project is the "kick-off" of the recitation. It furnishes the push that starts the "whole-hearted, purposeful" activity as defined by Kilpatrick. It goes back into past experiences for its materials and welds these into a usable instrument for a thoughtful consideration of future experiences. It is a thought provoker, a doubt dispeller, a concept builder. In it is embodied all of the teacher's philosophy. Out of it must come the educational product for which we are striving. It is a culmination of prolonged study and thoughtful consideration of pupil-capacities and pupil-needs. It is never ground out on the spur of the moment amid the humdrum of class work.

The project must be interesting and vibrating with appeal to child-life. It must be worth-while—that is, contain the thought food that will be assimilated in life.

Our assignments, in all subjects, are made in the form of projects. These projects begin with the interests, the activities, the difficulties of the here and now and point back to the past for the materials which shall give them a broader and clearer meaning. In History, the interest may be the Embargo laid on certain goods during the World War. Through the project, the child is sent back through the story of our past and led to see that there were other Embargoes that served their purposes under similar conditions,—the past is made to contribute to a better understanding of the present. In writing, the project may be to be

able to write as well as the better writers of the eighth grade in this country—quality 14, Thorndike. In Spelling the project may be to spell the hundred “demons” without error.

The teacher's daily plans are written in the form of projects, and her grades are given as measures of the extent to which the child has responded to them. The value of all grades is determined, first by the merits of the project, and next by the accuracy of measurement.

SUPT. C. H. LEVITT, *Savanna, Ill.*

See the *Teachers' College Record* for September, 1918, for an article on “The Project Method,” by Professor William H. Kilpatrick, the master expositor in America of this method of teaching.

A DICTIONARY OF TERMS

For Teachers on the Firing Line

Camouflage—An ought-to-be but isn't teacher. From externals, she looks the part; but down under her intellectual hide there's “nobody home.”

Trench—A dark, musty, dusty educational rut used by milady of the barrel stave as a haven against all attacks of progress and enlightenment.

Drill—An alibi used by sundry pedagogical drill-masters in lieu of honest-to-goodness teaching. A device used to overcome the natural tendency of children to think.

Hun—An implacable little snub-nosed barbarian who inhabits the front trenches of all schools and who adds to the gaiety of nations by throwing paper wads over into Belgium while teacher isn't looking.

Ace—A superintendent who holds down one job for five years without getting the long good-bye.

Gassed—The condition of yawning little Willie after teacher has given an exhibition of long-distance talking to the class.

“Swivel-Chair Job”—A sinecure held by superintendents who supervise from the office and by means of communiques.

“They Shall Not Pass”—A shibboleth used by divers pseudo-educational rough riders to spur the laggards on to greater efforts;

a schoolroom bludgeon held over the heads of children by teachers who are too incompetent to find out the way of pupil-failure.

"The Greatest Mother in the World"—The teacher who gives her best years, her greatest thought—her life—for boys and girls.

Self-Determination—The right of every child to have developed every ounce of horse-power within him.

Entente Cordiale—That cordial feeling existing between teacher and Johnnie immediately after an allopathic application of stick ointment.

Chateaux en Espagne (Castles in Spain)—What Willie was building when teacher exploded the mine under his barracks.

Chef-d'oeuvre—A masterpiece in lesson planning, where the situation given calls for a response that is comprehensive, thoughtful and modern.

Passe—The bow and arrow form of attack in this, the age of Busy Berthas.

En Route—Where some stand on the great educational highway—but never get anywhere.

Hors de Combat—The condition of the teacher after a hilarious week of movies, hops, receptions and afternoon teas.

Pate de foie gras—A melange served at some educational lunch counters, table d'hote, and alleged to be a lesson.

—*Savanna, Ill., Year-Book.*

A LIST OF PLAYS FOR STUDY OR PRESENTATION BY HIGH SCHOOLS

The September, 1917, issue of the *Drama League Monthly* contains an excellent list of plays for study in high school classes, many of which are suitable for high school presentation. This is merely a suggestive list, not an exhaustive one. High schools preparing to present plays are advised to get in touch with the Drama League of America, 306 Riggs Building, Washington, D. C., which has prepared material descriptive of a large number of plays, carefully annotated—notably a brochure entitled "List of Plays for High School and College Production." Upon receipt of inquiries with return postage inclosed, the Drama League will give the names of publishers of any plays listed below; but all this information, and much more, is contained in the brochure mentioned above, which costs 25 cents.

1. ELIZABETHAN PERIOD.

Shakespeare:

Comedy of Errors.
Romeo and Juliet.
Midsummer Night's Dream.
Merchant of Venice.
Julius Caesar.
King Lear.
Hamlet.
The Tempest.

Booth Tarkington:

The Man from Home.

Kenneth Sawyer Goodman:

The Dust of the Road.

Zona Gale:

The Neighbors.

Jonson:

Epicoene, or the Silent
Woman.

Richard Harding Davis:

Miss Civilization.

Stuart Walker:

Portmanteau Plays.

Marlowe:

The Jew of Malta.

Benrimo and Hazeltine:

The Yellow Jacket.

Kyd:

The Spanish Tragedy.

John Galsworthy:

The Pigeon.

Udall:

Ralph Roister Doister.

Strife.

Justice.

2. MIDDLE AGES.

Robinhood Plays.
 Noah's Flood.
 Sacrifice of Isaac.
 Second Shepherd's Play.
 Everyman.

George Bernard Shaw:

You Never Can Tell.
 Caesar and Cleopatra.
 Pygmalion.

James M. Barrie:

The Twelve Pound Lock.
 The Admirable Crichton.
 Quality Street.

3. EIGHTEENTH CENTURY
ENGLISH DRAMA.

Sheridan:

The Rivals.

Charles Rann Kennedy:

The Servant in the House.
 The Terrible Meek.

Goldsmith:

She Stoops to Conquer.
 The Good Natured Man.

Maurice Baring:

4. MODERN DRAMA IN ENGLISH.

Diminutive Dramas.

American.

Irish.

Josephine P. P. Marks:

The Piper.

William Butler Yeats:

The Land of Heart's Desire.
 The Pot of Broth.
 The Hour Glass.

William Vaughan Moody:

The Great Divide.

Edward Sheldon:

The Nigger.

Lady Gregory:

Seven Short Plays.

Percy MacKaye:

The Scarecrow.

John M. Synge:

Riders of the Sea.
 The Playboy of the Western World.

Augustus Thomas:

The Witching Hour.

Romantic Plays.

Josephine Preston Peabody—"The Piper"—13 men, 6 women, 5 children (Houghton, Mifflin Co.).

Edmund Rostand—"The Romancers"—5 men, 1 woman (very easy) (Baker).

M. J. Warren—"The Twig of Thorn"—6 men, 7 women (very easy) (Baker).

Clyde Fitch—"Nathan Hale"—9 men, 4 women, crowd (Baker).

Percy MacKaye—"A Thousand Years Ago"—9 men, 2 women, crowd.

Plays of Modern Life.

Oscar Wilde—"The Importance of Being Earnest"—5 men, 4 women (French—Walter Baker).

Booth Tarkington and Harry Leon Wilson—"The Man from Home"—10 men, 3 women.

One-Act Plays.

Richard Harding Davis—"Miss Civilization"—comedy—45 minutes—4 men, 1 woman (French).

Oliphant Downs—"The Maker of Dreams"—romantic—25 minutes—2 men, 1 woman (Gowans & Gray, Glasgow—McClungs).

Irish Plays.

Douglas Hyde—"The Twisting of the Rope"—comedy—20 minutes—2 men, 3 women—(Hodges, Figges & Co., Dublin—Murray, London).

William Butler Yeats—"The Hour Glass, a Morality"—45 minutes—2 women, 4 men, 2 children (MacMillan).

W. B. Yeats—"The Land of Heart's Desire"—poetic—30 minutes—3 men, 3 women (French—MacMillan).

W. B. Yeats—"A Pot of Broth"—farce—30 minutes—2 men, 3 women, 1 boy—(MacMillan).

Lady Gregory—"Hyacinth Halvey"—farce—40 minutes—4 men, 2 women (Maunsel).

Lady Gregory—"The Jackdaw"—farce—35 minutes—4 men, 2 women (Maunsel).

Lady Gregory—"The Workhouse Ward"—farce—30 minutes—2 men, 1 woman (Maunsel).

Lady Gregory—"Spreading the News"—farce—30 minutes—7 men, 3 women (Maunsel).

Lady Gregory—"The Travelling Man"—miracle play of Christmas time—1 man, 1 woman, 1 child (Maunsel).

Lennox Robinson—"The Clancy Name"—tragedy—30 minutes—5 men, 3 women (Maunsel).

English.

J. M. Barrie—"The Will"—30 minutes—4 men, 1 woman ("Half Hours—Scribner's").

J. M. Barrie—"The Twelve Pound Lock"—comedy—30 minutes—1 man, 2 women ("Half Hours"—Scribner's).

J. M. Barrie—"Rosalind"—comedy—30 minutes—1 man, 2 women ("Half Hours"—Scribner's).

BOYS' AND GIRLS' CLUBS

The Boys' and Girls' Club plan of instruction in elementary agriculture and home economics for rural schools in the State of Maryland is the result of a tentative outline of work prepared and submitted by the State Department of Education and the Extension Service of the Maryland State College of Agriculture, recommended by the County School Superintendents, at their annual conference in Baltimore, February 12, 1919, and jointly approved and adopted by the State Board of Education and the Maryland State College of Agriculture, March 22, 1919.

AGREEMENT.

In order to eliminate all unnecessary duplication of effort on the part of those responsible for junior agricultural and home economics activities, and to perfect a development of this phase of agricultural work to the mutual satisfaction of the co-operating agencies, with the end in view of eventually conducting agricultural and home economics club work in all desirable rural schools, the State Board of Education and the Maryland State College of Agriculture do hereby agree upon the following policies and principles:

First:—Responsible Co-operating Agencies.

All junior agricultural and home economics extension work in Maryland is to be conducted under the co-operative supervision and through the agencies of the State Department of Education and the Extension Service of the Maryland State College of Agriculture which is in co-operation with the U. S. Department of Agriculture.

Second:—Selection of Club Leaders and County Agents.

In counties where this co-operative work is conducted, it is agreed that all co-operating parties will be consulted in the selection of boys' and girls' club leaders; further, that to the extent that club work comes into the schools the club leaders will in a sense be supervisors of their work in the schools insofar as their duties will permit.

Third:—Teachers to be Responsible Leaders.

The rural school teacher shall be the leader in boys' and girls' club work in a given community and shall be responsible for the conduct of local club activities. And it is further agreed that efforts will be made to train teachers to become more efficient in club work by the introduction of courses of study in agricultural and home economics club work in teachers' institutes and summer schools.

Fourth:—The County Plan of Club Work.

The county co-operating officials (school superintendent, county agent, and home demonstration agent) are expected to prepare their own plan of work and develop their own course of study subject to the approval of the State Department of Education. Until such plans are put into operation by the co-operating county officials no boys' and girls' club work shall be conducted after September 1, 1919, in any public schools except such as may be designated by the county superintendent.

The responsibility for the teaching of agriculture in the public schools rests with the county school authorities. The county agent and the home demonstration agent will aid the county superintendent upon his request, in the direction and supervision of club work in the schools.

This agreement in no wise affects the right of the county agent and the home demonstration agent to conduct club work outside the schools in any community where the school has not undertaken to organize a boys' or a girls' club, but the school shall not be used for such purpose except by consent of the county board of education.

Fifth:—Objectives of the County Plan.

Such plans as shall be agreed upon by the co-operating county officials should conform to the following objectives:

A. To train boys and girls to take the initiative and to develop leaders in intelligent and sympathetic participation in community and civic activities as a preparation for maximum efficiency in adult life.

B. To prepare farm boys and girls for future adult agricultural activities and community industries by the introduction of elementary agriculture and home economics into the rural school curriculum.

C. To vitalize and motivate the academic work in rural schools by correlating club work with regular academic school work in order that the subject-matter taught in the rural school may more closely touch the vital interest of the student at home and in the community. This vitalization will be accomplished by the practical application in the home and on the farm of the theories taught in the classroom in having the students actually do the things they are being taught to do.

D. To set such standards in club work as shall be within the capabilities of the mass of students to reach in order that the maximum service may be rendered.

E. To utilize the home activities of club students towards the solution of immediate and existing home, farm, and community problems by so organizing their demonstration work as to attack existing problems and remedy immediate ills.



INADEQUATE PLAYGROUNDS.

EQUIPMENT OF A STANDARD SCHOOL.

MUSIC IN THE RURAL SCHOOL.

AMPLE GROUNDS FOR A RURAL SCHOOL.

LOCKERS NEEDED.



UPPER THREE—LUNCH, COLD.
LOWER THREE—LUNCH, HOT.
WHICH?

Sixth:—Construction of the County Plan.

The county plan of club work shall be so constructed as to apply to local county conditions; but it shall state and indicate the following:

- A. Its objectives.
- B. Its organization (in which schools the work is to be conducted, how often and how meetings are to be held, kinds of demonstrations to be conducted, etc.).
- C. Responsibilities of its co-operating parties.
- D. The academic subjects with which club work is to be correlated and methods of correlation.

Seventh:—Responsibilities of Co-operating Officials.

The responsibility of the co-operating officials in general and insofar as possible shall be as follows:

A. Responsibility of the State Department of Education.

- 1. To encourage county school officials to take the initiative in drafting plans and working out the subsequent details thereof for conducting club work in correlation with school work insofar as such plans are in accord with the sense of this agreement.
- 2. To accept or reject, in conjunction with and by the agreement of the Extension Service of the Maryland State College any such plans as may be proposed by the co-operating county officials.

B. Responsibility of the Maryland Extension Service.

- 1. To hold local officials of its organization responsible for the successful conduct of any such plans of work as shall be proposed by the local co-operating county officials and jointly approved by the State Department of Education and the Extension Service of the Maryland State College of Agriculture insofar as the local officials of its organization are held responsible by the sense of this agreement.
- 2. To accept or reject, in conjunction with and by the agreement of the State Department of Education any such plans as may be proposed by the co-operating county officials.
- 3. To prepare, when requested by the co-operating county officials, or whenever there is obvious need of such, insofar as possible, bulletins and letters of instruction for use in club meetings and by individual demonstrators.

C. Responsibility of the County Superintendent.

1. To prepare and develop in co-operation with the county agent and home demonstration agent, plans for the conduct of club work within the county, provided such plans are in accord with the general terms of this agreement.
2. To hold the teachers of his organization responsible for the successful conduct of the plans of work, if they have been duly made and accepted, in so far as the teachers of his organization are held responsible by the general terms of this agreement.

D. Responsibility of the County Agent and Home Demonstration Agent.

1. To carry out the details specified by the county plan for which they are responsible, and provided the plan has been duly accepted.
2. To assist the county superintendent, on his request, in training teachers for the effective application of the county plan, so far as official duties will permit.
3. At the suggestion of the county superintendent, to visit as many schools and at as frequent intervals as possible, in order to supervise the work of the teachers and students insofar as such work pertains to club activities, as shall be stated in the county plan.
4. On request of the county superintendent, and under his direction, to supervise directly the farm and home demonstration work of the students, enrolled for demonstration work, particularly during the summer months.
5. To perform such other duties in connection with club activities, with the approval and consent of the county superintendent, as may be in keeping with the best interest of the work.

E. Responsibility of the Teacher.

1. To carry out the details specified by the county plan for which the teacher is made responsible.
2. To organize in connection with the regular school work in agriculture and home economics, boys' and girls' clubs in accordance with the county plan.
3. To hold club meetings as often and at such times as the county plan specifies.
4. To correlate club work with the academic work of the school in such academic subjects and in such a way as shall be authorized by the county superintendent.

5. To enroll as many boys and girls as possible in one or more of the farm and home demonstrations proposed by the county agent and the home demonstration agent, and according to the specifications of the United States Department of Agriculture as shall be explained by the county agent and the home demonstration agent, acting under the direction of the county superintendent.
 6. To receive and distribute such literature as shall be sent from time to time by the school superintendent, the county agent and the home demonstration agent.
 7. To instruct enrolled demonstrators in keeping their records, and examine such records from time to time.
 8. To hold a local school exhibit of the club products in connection with the annual exhibition required by the State law.
 9. To perform such other duties in connection with club activities, under the supervision of the county agent and home demonstration agent, and with the approval of the county superintendent, as may be in keeping with the best interest of the work.
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TRAINING OF TEACHERS IN SCHOOL MUSIC

THOMAS L. GIBSON, *Supervisor Public School Music.*

If the teaching of music in the public schools is to receive the attention that its importance in education seems to demand, then the Normal Schools, first of all, should plan to give more time in their curriculum for the training of teachers in this subject. The lack of ability on the part of normal school graduates to understand the subject and their disinclination even to attempt to teach it, seems in the past to have resulted from a lack of time assigned in the training schools for the study of music and a low evaluation of its importance, rather than from an inefficient teaching force and unsound pedagogical methods. These training schools then should assign sufficient time to develop in all prospective teachers a correct singing voice; to give them a sound pedagogical method of presenting rote songs and the elements of sight-reading; to teach them to be able to read at sight easy song selections and to know the meaning of simple music terminology; to make them familiar with, and give them an appreciation of, some of the best things in music; and to provide for those who show special talent an opportunity to organize themselves into glee clubs, orchestras, opera groups, pageants and oratorio classes, and through these organizations to present public performances. Much of this is being done in some of the high schools of the State and should not the normal schools strive to be leaders in all these music activities?

Summer schools for the training of teachers should give the subject of school music a regular place on the daily program and secure the services of special teachers in this subject for the entire term. A brief course covering so far as possible that outlined for the normal schools should be presented.

In addition to a course in school music for all the students in the normal schools, could there not be organized in one, at least, of the normal schools of the State, a brief and intensive course for the special training of county and city music supervisors? This special course might very wisely be carried on at first during the summer sessions of one of the normal schools, the course of study being planned to extend through two or three summer terms, at the end of which time teachers showing proficiency in the subject could be certified as capable of supervising the teaching of school music.

To assist those teachers now employed in the county schools, who have had little opportunity for musical training, there might be organized community classes for the study of sight-reading, voice development, and chorus singing. These classes could with little inconvenience meet one evening each week for a period of two

hours, in a school club room or church building, for study and practice. Such study could be made useful and pleasant to both teachers and young people of every community. The services of a competent music teacher could no doubt be secured from among the choir leaders or special music teachers of the local community. A circuit of classes might be arranged at, say, five different points of adjacent and populous centers. A series of twelve lessons could be given at each center. At center one, Monday evening; center two, Tuesday evening, etc.,—throughout the five days of the week, for twelve weeks. Each of the five classes should have at least twenty-five members to begin with, who would agree to pay the initiation fee determined upon and be present for all twelve lessons. By this plan the expense would not be a burden to anyone and the aggregate of the funds raised in the five circuits would justify the services of a competent teacher for twelve weeks. In this day when so much interest is being taken in the organization of useful and recreative community affairs, there certainly should be little difficulty to be overcome in organizing, during the favorable seasons of the year, such community singing classes.

There are now conducted each year, at several different points over the country, short summer courses in public school music, under the direction of universities, colleges and publishers. The teaching force at these schools is usually strong and the courses outlined according to the best pedagogy on the subject.

It would be a most practical step on the part of county boards of education, if they would encourage one or more of their regular teachers who possess music talent to qualify themselves to become special teachers or supervisors of this subject by attending some of these music schools. Teachers with this additional training would be doubly useful in the schools of a county.

PHYSICAL EDUCATION

WILLIAM BURDICK, M.D., *Director Public Athletic League; Supervisor Physical Education.*

The teachers of Maryland have evinced an unusual interest in physical education this past year showing that they realize the needs of their schools in this regard. The teachers of Montgomery County studied the theories, played the games and learned the dances for the different grades. Queen Anne's County arranged field days in four districts. Track and field meets are growing in number at individual schools for themselves or for the neighboring smaller schools, while girls' teams or dodge ball and end ball are beginning to travel to nearby schools like the boys' teams of soccer and baseball.

All of this activity means that the teacher sees that the health and happiness of the child is fundamental to mental progress. It is becoming clear that it is only a thin line that separates the mental and physical life since a sudden blow on the head may stop consciousness; an overloaded stomach may slow up thinking; a sleepless night may dull the brain of a child. Studies in hypnotism and tales of dual personality easily can confuse the old distinctions between mind and matter, while it is even learned that brain tumors can change the morals of a man so from being virtuous he actually becomes vicious. . . . Character is the aim of public school education and is secured more by directed action than by precept or study. Indeed, the Greeks aimed to teach self-control, which, in their language means healthy-mindedness. It included temperance and courage; temperance being the desired end for the individual, courage denoting the quality that comes from doing one's best as a member of society.

Every teacher will consequently try to understand how to secure the education of the children's bodies. She will recall that the first six years of life are largely devoted by the child to the education of the then developing sensory system of touch, pressure, muscular sense, smell, taste, vision, and hearing. The basis of instruction will be to furnish opportunities for the development of all the sensory apparatus by toys and plays and even the best music.

No longer will running games or climbing the fence rather than coming in the gate seem unrelated to life but really a part of the motor education of children from six to twelve years old. Opportunities will be furnished for all these instinctive activities to develop, and active play will become a part of each day's schedule just as "playing it is a game" has become one of the best ways to teach abstract truths. The old fashioned "drills" still will be used

to secure muscular skill as they must be used in arithmetic, for there are hundreds of movements that should be as automatic as running up stairs, which takes a child a long time to learn. They will be used because, like medicine, occasionally a large dose is needed to correct the present ills coming from too large classes and the limits of time and space. These drills, however, will have definite aims to secure effects mainly upon the heart and whole body more than upon individual muscles. Indeed, short drills act as corrective exercises for the fixed desk life of most school children.

TOTAL CAUSES OF REJECTION FROM THE UNITED STATES ARMY OF
MARYLAND'S CITIZENS FROM FEBRUARY 10 TO NOVEMBER 1, 1918.

	Rejected Physically	Per Cent Defectives
Alcohol and drugs.....	12	.2
Bones and joints.....	486	8.1
Developmental Defects	406	6.7
Digestive System	31	.5
Ears	350	5.8
Eyes	918	15.2
Flat Foot	146	.24
GU Venereal	53	.9
GU Non-Venereal	48	.8
Heart and Blood Vessels.....	983	16.3
Hernia	152	2.5
Mental Deficiency	537	8.9
Nervous and Mental Disorders.....	379	6.3
Respiratory—T. B.	692	11.5
Respiratory—Non T. B.....	89	1.5
Skin	48	.8
Teeth	104	1.7
Thyroid	83	1.4
T. B. non respiratory.....	71	1.2
Other defects	252	4.2
Defects not stated.....	185	3.1
	<hr/> 6,025	<hr/> 100.0

It is of the highest importance that never again shall we American educators face the facts shown by the physical examinations of our young men, which is probably as true of our young women. While only 32% of the registrants were examined before the armistice (since last year's Year Book), yet of this number 296 of each 1,000 men were disqualified partly or totally. If the table of the causes why 6,025 young men of Maryland were rejected by their country between February and November, 1918, is studied it will be clear

that remedial gymnastics could have lessened the 486 defects of bones and joints and the 406 undeveloped youth who were underweight or had too small chests. One hundred and fifty-two hernias or ruptured men—would have been discovered or cured before they were twenty-one years old.

Unquestionably, the habits of health learned at school would have lessened the 692 with tuberculosis or saved the 104 who lacked the proper number of teeth. Had every teacher tested the children's eyes and ears, Maryland would not have lost respectively 918 and 350, over one-fifth of her incompetents. Though the War may be over, it must never be said again that Maryland was the worst State in the Union in the ratio of soldiers inducted into the army with flat feet, so bad as to be pathological.

Physical education will be based upon medical treatment by which all these defects will be discovered at their inception. School nurses will explain to parents how to correct those needing especial care, while games, tests, competitions and athletics will be selected that will prevent similar defects and diseases. For example, the girl who does the leg raising is practicing the muscular work that strengthens her where she is weakest and at the same time is straightening her spine. Again, the boy who is tumbling and learning acrobatics is developing power and strength of muscle and tissue which will ward off hernia, for the rural man who works more with his muscles has less hernia than the city bred.

Miss Dewey in "New Schools for Old" says, "vice is largely a negative matter, which springs up with ignorance or idleness. Teach children to understand the things they see around them; teach them the value of service and social justice; the joy of health and how to be healthy; the need of recreation and how to make it for themselves, and the teaching of morals will shrink to the teaching of manners, good taste and appreciation of beauty. Lying, deceit, cruelty, viciousness of all sorts come from poverty: material, spiritual or mental. Dealing with it by applying prohibitions and restraints is simply taking away something of the inadequate supply there is; increasing the poverty. But give children plenty of things they may do and show them how these activities will help them to be prosperous and comfortable; . . . evil will go from them."

More important than these physical values are the moral qualities developed by our competitive athletics. Athletics exact obedience to rules, because boys and girls know that is the only way to play fair. This obedience is recognized as necessary and is a thousand times better than the wooden kind acquired from military discipline, because it comes from the pupil's own volition. Indeed, loyalty and citizenship get their best developments from the devotion of boys and girls to their team-mates. If we believe that fighting games

under rules make character, we shall regulate school rows and declare that the 3 R's of physical education are running, wrestling and rowing.

DAILY SETTING-UP EXERCISES

Grades 1, 2, 3.

Exercise No. 1

Open and close fingers vigorously, hands at legs, arms sideward, arms forward, arms upward. Count 1, 2, 3, 4, at each position. Elbows stiff and head erect.

Exercise No. 2.

Arms forward, arms sideward, palms up, arms forward, arms down. Count 1, 2, 3, 4. Repeat four to six times.

Exercise No. 3.

Neck firm (fingers behind neck, elbows back), raise chest. Count 1, 2. Repeat four to six times.

Exercise No. 4.

Jump to side stride stand and raise arms sideward. At count 1, turn trunk right. At count 2 turn trunk left. During counts 3 to 8 repeat this turning right and left. Repeat three or four times. The arms must always be in a line with the shoulders.

Exercise No. 5.

Jump to side, stride, stand and raise hands to right shoulder, imitate chopping wood. On count 1 swing hands between legs, knees bent, and on count 2 return hands to other shoulder. Repeat six or eight times.

Exercise No. 6.

Place hands on hips, jumping in place. This must be done on toes. Count 1-2, 1-2. Repeat ten or twelve times.

(If these exercises must be done in school-room, during inclement weather, a rapid knee-bending may take place of jumping.)

Exercise No. 7.

Raise arms sideward, palms up, raise the chest and breathe in deeply. While doing this count slowly 1, 2, 3, 4. Exhale while counting 5, 6, 7, 8. Repeat this deep breathing four or five times.

Exercise No. 8.

Place hands on hips. At count 1 raise leg and thigh backward. The leg must be kept straight and the body upright. After holding this position for a short time, at count 2 lower the leg. Repeat right at counts 3 and 4. Repeat the exercise four or five times.

DAILY SETTING-UP EXERCISES

Grades 4, 5, 6.

Exercise No. 1

Hands at vertical, swing arms outward, downward, inward, upward—making outward circles. Count 1, 2. Repeat six or eight times.

Exercise No. 2.

Arms sideward, palms up, arms forward—thumbs up, arms sideward—palms up, arms down. Count 1, 2, 3, 4. Repeat four to six times.

Exercise No. 3.

Neck firm (fingers behind neck, elbows back), raise chest. Count 1, 2. Repeat six to eight times.

Exercise No. 4.

Jump to a side stride stand and raise arms sideward. At count 1 turn trunk left. At count 2 bend the trunk sideward, eventually try to touch the floor. At count 3 straighten the trunk. At count 4 turn the trunk a half turn right. At count 5 bend left sideward. At count 6, straighten the trunk. Repeat four to six times. The arms must always be in a line with the shoulders.

Exercise No. 5.

Jump to side stride stand and raise both hands to left side horizontal, imitate cutting with a scythe. At count 1 swing hands between legs, knees bent. At count 2 swing hands to right side horizontal. Repeat left and right eight or ten times.

Exercise No. 6.

Place hands on hips. Jump to a stride position. At count 2 jump to a closed position. This jumping must be done on toes. Count 1-2, 1-2. Repeat twelve to sixteen times. (If these exercises must be done in the school-room during inclement weather, a rapid knee-bending may take the place of jumping.)

Exercise No. 7.

Raise arms sideward, palms up, raise the chest and breathe in deeply. While doing this count slowly 1, 2, 3, 4. Exhale while counting 5, 6, 7, 8. Repeat this deep breathing four or five times.

Exercise No. 8.

Place hands on hips. At count 1 raise left leg backward, body upright and straighten arms sideward, palms up. At count 2 lower the leg and replace hands. At count 3 raise the right leg and straighten the arms. At count 4 return. Repeat six to eight times.

NOTE.—The above exercises are vigorous movements resigned to secure effects upon the heart and whole body and should be done in the open air.

More complicated exercises may be added for grades above the sixth.

In addition to setting-up exercises, children should learn to march. In grades 1, 2 and 3, pupils should march in a column of twos. In grades 4, 5 and 6, pupils should march in a column of fours. In grades 7 and 8, the pupils ought to march in a column of squads.

The following games are prescribed for the different grades:

Grades 1, 2, 3, Charlie Over the Water; Drop the Handkerchief; Tag; Oats, Peas, Beans and Barley; Draw a Bucket of Water; Midnight.

Grades 4, 5, 6, Jump the Shot; Fox and Geese; Black and White; Arch Ball; Basket Ball; Throw for Distance; Tig Tag Pass; Bird Catcher.

Grades 7, 8, 9, Stride Ball; Over and Under; Corner Spry; Three Deep; Shuttle Relay; Potato Race; Track and Field Athletics; Bat Ball; Dodge Ball; Playground Ball; Soccer football; Baseball.

"Games and Dances"—William J. Stecher, J. J. McVey, 1916.

"Physical Training for the Elementary Schools"—Lydia Clerk, Benj. H. Sanborn & Co., 1917.

—"Games for Playground, Home, School and Gymnasium"—Jessie H. Bancroft, The MacMillan Company, 1910.

"Play of Man"—Gross.

"Human Mechanism"—Hough and Sedgwick.

"Growth and Education"—Tyler.

TEACHERS' READING CIRCLE

ORGANIZATION

Acting under the authority conferred by the laws of 1890, Chapter 323, giving the Maryland State Teachers' Association power to organize, manage, and direct a State Teachers' Reading Circle and adopt therefore a course of study in pedagogy, general literature, etc., the Maryland State Teachers' Association has appointed the following Board of Managers:

Dr. M. Bates Stephens, State Superintendent of Schools, Baltimore, chairman.

Miss Sarah E. Richmond, State Normal School, Towson, secretary.

Mr. Samuel M. North, State Supervisor of High Schools, Baltimore.

Mr. William J. Holloway, State Supervisor of Rural Schools, Baltimore.

Mr. Byron J. Grimes, County Superintendent of Schools, Centreville.

Mr. John E. Edwards, Assistant Headmaster, Tome Institute, Port Deposit.

Mr. David E. Weglein, Principal Western High School, Baltimore.

Miss I. Jewell Simpson, Supervisor of Elementary Schools, Westminster.

MEMBERSHIP

All teachers of Maryland and all persons above the age of eighteen years are eligible to membership. An annual membership fee of twenty-five cents is required in order to meet the necessary expenses of the organization. Its payment entitles the member to a membership card, to all syllabi and information relating to the courses that may from time to time be sent out by the secretary, and to a certificate after satisfactory evidence of work done has been presented to the Board of Managers. Membership cards may be obtained from the county secretary or from Miss Taylor.

ASSISTANCE

The Board of Managers desires to be as helpful as possible to the teachers of the State. Members of the Reading Circle, desiring information or advice at any time on any of the subjects of study, are invited to direct their communications to the secretary of the Board of Managers named above, and she will refer it to the one appointed to have special oversight over that subject of study to which the matter belongs.

COURSES OF STUDY

There are four courses of study outlined for the year 1919-1920—one major course, Pedagogy, and three minor courses, English, History and Science. Every member who wishes to receive the certificate of the Board of Managers for 1919-1920, must take the major course, Pedagogy, and in addition one of the minor courses, English, History or Science, prescribed for 1919-1920.

CERTIFICATES AND TESTIMONIALS

Certificates, countersigned by the chairman and secretary of the Board of Managers, are granted to those members who, having completed one year's work, present satisfactory evidence of having thoroughly and thoughtfully read the books assigned. This evidence is presented in the form of themes,

written in accordance with requirements issued by the Board, which may be had upon application to the Secretary.

Testimonials, countersigned by the secretary of the State Board of Education and the secretary of the Board of Managers, are awarded by the State Board of Education to all members who have satisfactorily completed three years of Reading Circle work, and who are recommended for this honor by the Board of Managers.

The State Superintendent, in renewing teachers' certificates, is directed to assign to these testimonials due weight as evidences of "professional spirit."

READING CIRCLE WORK ACCEPTED FOR ADVANCING GRADE OF CERTIFICATE

By-laws 32 and 33 of the State Board of Education (pp. 49 and 50 of the 1918 edition of the School Law), defining ways for advancing the grade of a certificate from second to first, and from third to second, provides: "Each book of the Reading Circle completed will be counted equal to one of the three courses usually pursued in a six-week summer school, so that three such books completed in any one year or in different years will be counted equal to an approved summer school of six weeks."

A book of the Reading Circle course may be completed in either of two ways:

First, by submitting in accordance with the rules acceptable themes as specified in the requirements prepared by the Board of Managers for each book of the course.

Second, by passing an examination on the book at the regular examination for teachers' certificates in June.

THEME REQUIREMENTS FOR THE COURSE 1919-1920

Those submitting themes are requested to follow these suggestions:

1. Write the name and address of the writer at the top of the first sheet of each theme.
2. Write only on one side of the paper.
3. If possible, use paper about eight inches by ten inches in size.
4. Leave a margin of at least an inch on the left for the notes and criticisms of the reviewer.
5. Stress will be laid upon the proper use of capitals, punctuation marks, paragraphing, and correct grammatical expression.
6. Themes must show that the author's views have been assimilated by the writer. No paper will be accepted that is a verbatim report or reproduction of the book assigned for reading.
7. The writer must submit evidence that the book has been studied in a class organized by the county superintendent or some qualified person designated by him, which class must have devoted at least eight periods of two hours each, or the equivalent, to discussions and reports.
8. Do not roll or fold your manuscript. Mail it flat. Put on sufficient postage for first-class matter.
9. Criticisms, when they appear, are made with the hope that they will be accepted in the spirit in which they are written, and that they will prove helpful to the writer of the theme. It is hoped that the criticism will be carefully noted and that the writer will earnestly strive to correct the faults.

10. All themes may be sent in at any time between June 1 and September 1, 1919. The secretary will return rejected themes to the writer by November 1, to be re-written if the writer so desires. All themes will be returned January 1, 1920.

PEDAGOGY

The course in pedagogy consists of one book, "Psychology and the Day's Work," by Edgar James Swift, published by Charles Scribner's Sons, New York, 1919.

REQUIREMENTS

Write a theme of about 3000 words on the chapters and topics designated below:

Chapter 1.—Distinguish between active and inert adjustment; show that power, intellectual or muscular, is the result of strenuous effort only; the standard determines the grade of success; those in charge of children and youths should be governed by high standards socially, physically, intellectually; scientific training is necessary to insure skillful management; pupils must meet responsibilities; lack of adaptation and of exercise increase mortality.

Chapter 2.—Show the difference between mere association of ideas and real thinking; between interpreting facts and collecting facts; show the fallacy of fixed opinions, of inclinations, of prejudices; discuss the conditions underlying real thinking.

Chapter 3.—Why is youth the period for training in intellectual and ethical habits? Show that postponing to carry out a good resolution becomes a disastrous habit; discuss,—the power of selection determines the efficiency of a habit, how may this efficiency be improved? To progress we must grasp the full educational possibilities of our different environments.

Chapter 4.—Explain,—Learning is an unconscious process, but efficiency requires that the selection of ways and means, as well as of ideas and beliefs, be more conscious and intelligent. Why are periods of rest necessary?

Chapter 7.—Show that memory is subject to law and order, and that it may be improved.

Chapter 8.—What help in your government and teaching has this chapter given you?

Chapter 10.—Why is this chapter called "Psychology of Digestion"? Show the connection between the mental state and the process of digestion. How may it help you in the assignment of lessons to your classes?

N. B.—When writing your theme quote the words of the author seldom, and for a definite purpose, using quotation marks. Incidents in the book may be used to justify statements, but it is desired that you draw on your own observation and experience wherever you can do so.

ENGLISH

Text, Leonard's "English Composition as a Social Problem" (Riverside Educational Monographs). Published by Houghton, Mifflin Company, New York.

Write a paper of not less than 2000 words and not more than 3000 words, covering the following points:

1. To his introduction, the Editor of the series says, "The point of view of this book is novel. It will be radical in its reconstruction of teaching practice." Develop this statement in accordance with the author's views, expressing clearly your conviction as to "how radical" his views are.

2. Give your opinion of the value of this book, with grounds for your opinion.

3. What modifications, if any, the study of this book will make in your classroom procedure—and why?

HISTORY

"From Isolation to Leadership," by John H. Latane. Published by Doubleday, Page & Company, New York, 1919.

The entire paper to comprise not over 2000 words. Use the following outline:

Read the entire book through carefully, so as to discuss intelligently and fully each of the following topics. Be careful to use your own words, except where it is appropriate to quote directly. In that case indicate in the margin the exact page and line quoted.

- (1) The policy of isolation; its meaning; its origin; its relation to the Monroe Doctrine; false ideas concerning it.
- (2) In your opinion, would Jefferson have opposed the entrance of our country into the League of Nations?
Give reasons for your answer and support it by quotations taken from Chapter I of this text.
- (3) The Monroe Doctrine: Its formulation; its origin; how affected by European politics; its interpretation under Cleveland, under Roosevelt, under Wilson.
- (4) The Open Door Policy: define it, as enunciated by Mr. Hay; show in how far the United States has been able to insist on its observance by other nations.
- (5) Outline carefully our relations with Great Britain from the close of the War of 1812 to the present time. Give Dr. Latane's views as to whether we should or should not cultivate close relations with our Anglo-Saxon cousins.
- (6) What is Pan-Americanism? In what way has the policy of President Wilson affected our relations with our southern neighbors?
- (7) Explain neutrality. Show definitely how and in what way our country has broken away from our traditional policy of isolation?

SCIENCE

"Health Education in Rural Schools," by Andress. Published by Houghton, Mifflin & Co., New York, 1919.

Write a paper of from 2000 to 2500 words on any ten (10) of the topics which follow.

1. Why should the teacher assume the responsibility for the health of her pupils?

2. How many days could have been saved in your school if children had not been absent on account of sickness? What was proportion of absence due to preventable illness?

3. Discuss whether health conditions are better in the city than in the country?

4. Tell how health habits are formed. What value has the "Health Crusade"?

5. How is the present type of health education preferable to the old courses in physiology?

6. Discuss the need of health doctors being under school board's direction.

7. Present reasons for organization of parent-teachers' association.

8. Suppose no text book is available for teaching hygiene, outline how a course could be illustrated by advertisements, giving a series available.

9. In what ways should the water supply be protected from contamination?

10. Give methods of teaching about flies, mosquitos and other insects.

11. Tell about the new idea of ventilation and upon what physiological knowledge it is based.

12. Why do country children especially need to play and take part in athletics?

13. Consider in some detail the value of the plan to rate teacher's work in hygiene.

Address MISS SARAH E. RICHMOND, Secretary,
603 Evesham Ave., Govans, Md.

MEMBERSHIPS FROM THE SEVERAL COUNTIES

The records for 1918-1919 show an enrollment of 362 distributed as follows:

Caroline	64	Somerset	24
Carroll	30	St. Mary's	1
Cecil	14	Talbot	1
Dorchester	44	Washington	2
Frederick	1	Wicomico	77
Garrett	7	Worcester	40
Harford	2		
Kent	55	Total	362

CERTIFICATES

During the year the following named persons have completed the course of 1917 and 1918 and have had their themes accepted:

FAVORABLY MENTIONED

Allegany County—Dorothea E. Matthaei, Agnes M. McGinn, Mary Walsh.

Caroline County—Lucy Vashti Gray, S. E. Doty, Mary B. Rairigh.

Carroll County—Almira J. Utz.

Dorchester County—J. M. Geoghegan.

Frederick County—Helen G. Stauffer, Ada E. Martz.

Garrett County—Della Savage.

Harford County—Mary A. Treackle, Hannah S. Parker.

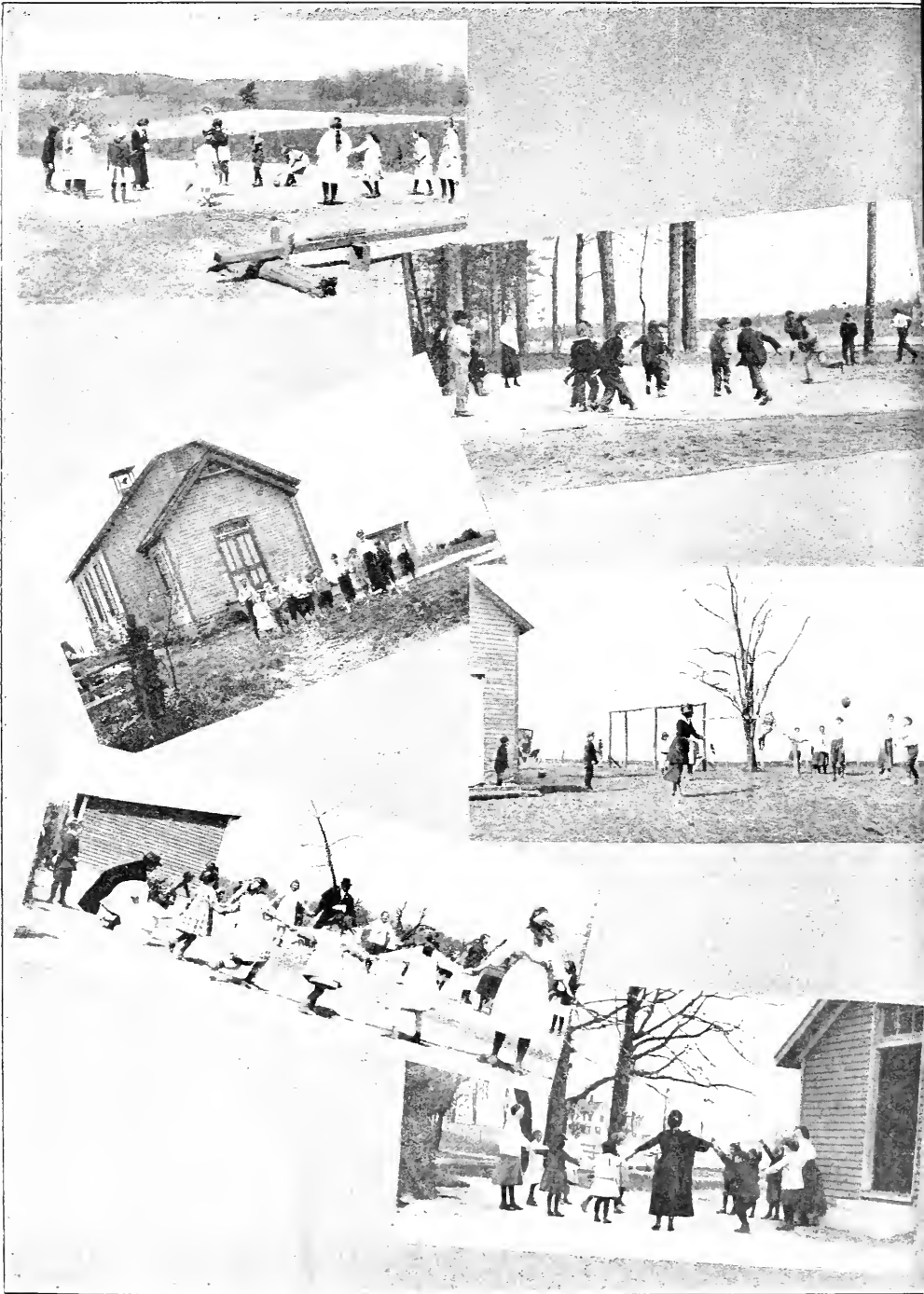
REPORT OF THE TREASURER FOR THE YEAR ENDING JULY 31, 1919

RECEIPTS

Balance on hand July 31, 1918.....	\$1,079.14
Dues for 1918-1919.....	\$90.50
Interest on bond and savings account.....	46.72
	<hr/>
	\$137.22
Total	\$1,216.36
Disbursements	135.75
	<hr/>
Balance on hand July 31, 1919.....	\$1,080.61



UPPER THREE—PROPER USE OF CHARTS AS AIDS IN TEACHING.
 LOWER THREE—CONCRETE WALKS BUILT BY COMMUNITY ORGANIZATIONS.



SUPERVISED PLAY IN RURAL SCHOOLS.

APPROVED HIGH SCHOOLS

The following figures are significant as showing the growth and direction of high school enrollment in Maryland during the last five years:

Total high school enrollment, 1914-1915—6213. Graduates—803.

Total high school enrollment, 1915-1916—7000. Graduates—901.

Total high school enrollment, 1916-1917—7567. Graduates—1123.

Total high school enrollment, 1917-1918—7936. Graduates—1043.

Total high school enrollment, 1918-1919—8302. Graduates—1004.

Increase in number of pupils, 1915-1916 over 1914-1915=**787**.

Per cent. of increase, 1915-1916 over 1914-1915= $12\frac{3}{4}$.

Increase in number of pupils, 1916-1917 over 1915-1916=**567**.

Per cent. of increase, 1916-1917 over 1915-1916=8.

Increase in number of pupils, 1917-1918 over 1916-1917=**369**.

Per cent. of increase, 1917-1918 over 1916-1917=5.

Increase in number of pupils, 1918-1919 over 1917-1918=**366**.

Per cent. of increase, 1918-1919 over 1917-1918=4%.

Graduates, 1914-1915, constitute of the enrollment, 13%—.

Graduates, 1915-1916, constitute of the enrollment, 13%—.

Graduates, 1916-1917, constitute of the enrollment, 15%—.

Graduates, 1917-1918, constitute of the enrollment, 13%—.

Graduates, 1918-1919, constitute of the enrollment, 12%+.

Pupils entering high schools, September, 1911..... 2004

Graduates, June, 1915..... 803

Persistence, 41%, plus.

Pupils entering high schools, September, 1912..... 2157

Graduates, June, 1916..... 901

Persistence, 42%, minus.

Pupils entering high schools, September, 1913..... 2230

Graduates, June, 1917..... 1123

Persistence, 50%, plus.

Pupils entering high schools, September, 1914..... 2457

Graduates, June, 1918..... 1043

Persistence, 42½%.

Pupils entering high schools, September, 1915..... 2805

Graduates, June, 1919..... 1004

Persistence, 35½%, plus.

The average persistence of pupils in the approved public high schools of Maryland is therefore, about 42%, for the period of 1911-1919.

The analysis or interpretation of these figures, which are highly suggestive, is attempted in this issue of the YEAR BOOK, which is going to press almost immediately after the tabulation of the high school reports for 1918-1919; but a discussion of high school conditions, activities, and tendencies in Maryland will be found in the Annual Report of the State Board of Education for 1919, which will appear by the first of January, 1920.

FIRST GROUP.

Name and Location.	Enrollment.				
	1914—	1915—	1916—	1917—	1918—
	1915	1916	1917	1918	1919
Allegany Co. (Cumberland).....	222	282	380	417	415
Central (Lonaconing)	94	106	114	140	139
Beall (Frostburg).....	152	201	222	322	339
Westernport	62	69	87	94	115
Annapolis (Annapolis)	180	165	206	244	284
Catonsville (Catonsville).....	122	156	189	215	192
Franklin (Reisterstown).....	151	189	236	212	216
Towson (Towson)	193	259	378	412	308
Sparrows Point (Sparrows Point).....	96	100	107	111	96
Denton (Denton)	112	108	105	116	108
Federalburg (Federalburg)	65	102	93	108	104
Westminster (Westminster)	115	112	152	177	169
Elkton (Elkton)	116	127	138	119	118
Cambridge (Cambridge)	169	171	179	199	211
Frederick Boys' (Frederick).....	173	177	185	205	215
Frederick Girls' (Frederick).....	161	183	206	234	247
Brunswick (Brunswick)	99	98	110	103	120
Middletown (Middletown).....	91	108	122	131	123
Thurmont	66	84	93	86	73
Oakland (Oakland)	111	130	120	127	117
Havre de Grace (Havre de Grace).....	94	96	96	100	98
Ellicott City (Ellicott City).....	112	105	117	109	110
Chestertown (Chestertown)	124	131	128	123	112
Laurel	96	106	84	102	84
Hyattsville (Hyattsville)	118	129	133	116	106
Centreville (Centreville)	114	112	107	107	99
Crisfield (Crisfield)	125	167	187	160	187
Easton (Easton)	105	117	137	157	146
Hagerstown Male (Hagerstown).....	187	187	200	231	196
Hagerstown Female (Hagerstown).....	197	176	191	225	247
Wicomico (Salisbury)	289	341	363	352	352
Pocomoke City (Pocomoke City).....	141	170	171	173	171
Snow Hill (Snow Hill).....	82	93	104	128	114

SECOND GROUP.

Name and Location.	Enrollment.				
	1914—	1915—	1916—	1917—	1918—
	1915	1916	1917	1918	1919
Barton (Barton)	47	49	45	52	53
Sparks (Sparks)	69	65	75	56	50
Ridgely (Ridgely).....	44	46	47	44	44
Preston (Preston)	48	50	52	57	53
Mt. Airy (Mt. Airy).....	56	72	72	75	86
Chesapeake City (Chesapeake City).....	36	45	52	56	44
Calvert Agricultural (Calvert).....	51	56	51	67	67
North East (North East).....	44	41	39	37	33
Hurlock (Hurlock)	83	76	64	75	67
Aberdeen (Aberdeen)	58	66	53	45	45
Bel Air (Bel Air)	104	128	116	124	107
Highland (Street)	45	45	58	60	62
Jarrettsville (Jarrettsville)	55	48	44	64	70
Rock Hall (Rock Hall).....	42	50	50	53	41
Rockville	93	103	104	81	82
Sherwood (Sandy Spring).....	49	41	41	45	40
Gaithersburg (Gaithersburg)	40	67	68	57	57
Surratsville (Clinton)	56	51	52	53	42
Baden (Baden)	56	72	74	62	63
Marlboro (Upper Marlboro).....	42	51	40	49	38

SECOND GROUP—Continued.

Name and Location.	Enrollment.				
	1914— 1915	1915— 1916	1916— 1917	1917— 1918	1918— 1919
Stevensville (Stevensville)	49	46	58	39	43
Sudlersville (Sudlersville)	37	39	44	41	48
Tri-County (Queen Anne)	41	43	47	49	55
Washington (Princess Anne)	78	99	108	103	111
St. Michaels (St. Michaels)	41	51	49	52	36
Oxford (Oxford)	44	57	58	43	40
Trappe (Trappe)	34	36	37	39	25
Boonsboro (Boonsboro)	51	52	64	57	56
Clear Spring (Clear Spring)	42	55	61	60	56
Smithsburg (Smithsburg) .....	..	..	..	57	54
Williamsport .....	..	..	..	..	53
Sharptown (Sharptown)	43	41	37	41	48
Delmar (Delmar)	40	50	45	51	54
Nanticoke (Nanticoke)	44	48	51	46	35
Buckingham (Berlin)	53	57	57	67	75
Stockton (Stockton)	29	38	37	45	40

THIRD GROUP—(Opened in September, 1919.)

Enrollment, 1918-1919.

Hampstead	33
Sykesville	43
Taneytown	30
Union Bridge	37
Cecilton	37
East New Market	31
Friendsville	30
Kitzmiller	33
Clarksville	26
Millington	25
Poolesville	46
Brandywine	37
Girdletree	26

COLORED HIGH SCHOOLS.

Cumberland	40
Annapolis	40
Cambridge	33
Salisbury	47
Total Enrollment, 1918-19, 1st, 2nd, and 3rd Groups	8302
Enrollment, 1918-19—Group I	5731
Enrollment, 1918-19—Group II	1978
Enrollment, 1918-19—Group III:	
White	433
Colored	160
	593
Total	8302

Names of Teachers by Counties Principals' Names First in List for Each School	School Address	Years' Experience	Salary, 1918-1919	Subjects Taught, 1918-1919													
				English	Mathematics	History	Latin	Modern Language	Science	Commercial	Agricultural	Manual Training	Household Economics	Drawing	Music	Civics	Teacher Training
ALLEGANY																	
S. R. Gay.....	Cumberland	9	.....	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Esther Foster.....	"	8	.....	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Miriam Grosman.....	"	1	.....	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Anna Webster.....	"	4	.....	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Catherine Walker.....	"	4	.....	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
(Mrs.) Anne M. Leeman.....	"	12	.....	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Mary Walsh.....	"	3	1000	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Florence Ryland.....	"	6	.....	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Vera Parker.....	"	2	.....	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
W. G. Welton.....	"	3	.....	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Ethelyn Selby.....	"	1	1000	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Margaret E. Morris.....	"	4	.....	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
P. B. Ruch.....	"	4	.....	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
(Mrs.) Ruth M. Palmer.....	"	6	.....	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Earl Shaffer.....	"	20	\$2000	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Arthur F. Smith.....	Lonaconing	10	900	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Elizabeth Somerville.....	"	5	800	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Margaret L. Bell.....	"	11	900	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Daisy Cline.....	"	3	900	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
D. M. Allan.....	"	15	1200	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
W. S. Morris.....	"	4	800	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Rhea Morgan.....	"	1	900	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
C. E. Patton.....	"	5	.....	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
S. Ross Gould.....	Frostburg	15	.....	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Katherine Porter.....	"	17	.....	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
(Mrs.) M. A. Kearsing.....	"	7	.....	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Leslie W. Orr.....	"	15	.....	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Martha J. Thomas.....	"	6	.....	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
A. S. Millican.....	"	2	.....	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Helen Griffith.....	"	1	.....	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
M. Louise Van Dyke.....	"	8	.....	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
L. A. Blake.....	"	6	.....	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
S. M. Kanady.....	"	4	.....	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Margaret Ewald.....	"	3	.....	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
J. S. Hunter.....	"	4	.....	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
O. H. Bruce.....	Westernport	27	2000	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Carrie Hepburn.....	"	22	1000	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Anna Wagner.....	"	13	1000	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Nellie McClay.....	"	6	900	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Florence McAlpine.....	"	2	600	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
S. H. Jewell.....	"	1	400	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
D. P. Williams.....	"	2	1000	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Gilbert C. Cooling.....	Barton	13	1700	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Helen Shaw.....	"	2	720	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Willard L. Finley.....	"	3	900	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Estelle Powell.....	"	12	720	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
ANNE ARUNDEL																	
M. Louise Linthicum.....	Annapolis	23	\$1500	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Emily Hopkins.....	"	11	1050	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Clara B. Kent.....	"	12	1050	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Sarah Mason.....	"	2	1000	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Anna Redmond.....	"	2	900	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Eleanor Ridout.....	"	1	900	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Augustine Castel.....	"	1	1200	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Marie Dean.....	"	1	1050	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Agnes Himmelheber.....	"	28	1200	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Helen Schellar.....	"	1	1000	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Paul Benjamin.....	"	1	1200	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Names of Teachers by Counties Principals' Names First in List for Each School			School Address	Years' Experience	Salary, 1918-1919	English	Mathematics	History	Latin	Modern Language	Science	Commercial	Agricultural	Manual Training	Household Economics	Drawing	Music	Civics	Teacher Training
BALTIMORE																			
Mary O. Ebaugh.....	Catonsville	13	\$1860	.	.	.	.	.	✓	✓	.	.	.	.	.	.	.	.	.
Johanna Stude.....	"	4	810	.	.	.	.	.	.	✓	.	.	.	.	.	.	.	.	.
Lillian Creighton.....	"	2	960	.	.	✓	✓	.	.	.	✓	.	.	.	.	.	.	.	.
Emma E. Weyforth.....	"	2	910	.	.	✓	.	.	.	.	.	.	.	.	.	.	✓	.	.
Elinor Spicknall.....	"	5	860	.	.	✓	.	.	.	.	.	.	.	.	.	.	.	.	.
Marian H. Gross.....	"	2	760	.	.	✓	.	.	.	.	.	.	.	.	.	.	.	.	.
Hannah Scott.....	"	12	915	.	.	.	.	.	.	.	.	✓	.	.	.	.	.	.	.
D. Fred Shamberger.....	"	18	.	.	.	.	.	.	.	.	.	.	.	.	✓	.	.	.	.
Katherine Braithwaite.....	Reisterstown	5	1860	.	.	.	✓	.	.	.	.	.	.	.	.	✓	.	.	.
Addison J. Beane.....	"	14	1200	.	.	.	.	.	✓	✓	.	.	.	.	.	.	.	.	.
Jessie M. Ebaugh.....	"	3	760	.	.	✓	.	.	.	✓	.	.	.	.	.	.	.	.	.
A. Marguerite Zouck.....	"	3	750	.	.	.	.	.	.	.	.	✓	.	.	.	.	.	.	.
Mollie Saffell.....	"	4	880	.	.	.	✓	.	.	.	✓	✓	.	.	.	.	.	.	.
Marcia Leach.....	"	1	675	.	.	.	.	.	✓	✓	✓	.	.	.	.	.	.	.	.
Paul W. Quay.....	"	1	525	.	.	✓	.	.	.	✓	.	.	.	.	.	.	.	.	.
Charles D. Sapp.....	"	1	540	.	.	✓	✓	.	.	.	.	.	.	.	.	.	.	.	.
G. Bond Brown.....	Towson	14	1860	.	.	.	✓	✓	.	.	.	.	.	.	.	.	.	.	.
Arthur C. Crommer.....	"	13	1245	.	.	.	✓	.	✓	✓	.	.	.	.	.	.	.	.	.
M. Jane Alford.....	"	16	1045	.	.	✓	.	.	.	.	.	.	.	.	.	.	.	.	.
R. Louise Balls.....	"	9	975	.	.	✓	✓	.	.	.	✓	.	.	.	.	.	.	.	.
Agnes Bandel.....	"	4	810	.	.	.	.	.	.	✓	.	.	.	.	.	.	.	.	.
Edna Rothholz.....	"	8	975	.	.	✓	✓	.	.	✓	.	.	.	.	.	.	.	.	.
Ethel V. Fisher.....	"	4	960	.	.	✓	✓	.	.	.	.	.	.	.	.	.	.	✓	.
Edythe Gorsuch.....	"	8	1010	.	.	✓	✓	.	.	.	✓	.	.	.	.	.	.	.	.
Elsie L. Lewis.....	"	8	975	.	.	.	.	.	.	.	.	✓	.	.	.	.	.	.	.
C. May Townsend.....	"	10	915	.	.	.	.	.	.	.	.	✓	.	.	.	.	.	.	.
Nannie Feast.....	"	1	500	.	.	.	.	.	.	.	.	.	.	.	✓	.	.	.	.
Margaret Schmidt.....	"	1	*	.	.	.	.	.	.	.	.	.	.	.	✓	.	.	.	.
Davis G. Clark.....	"	1	.	.	.	.	.	.	.	.	.	.	.	.	✓	.	.	.	.
Joseph Blair.....	Sparrows Point	11	1860	.	.	.	.	✓	✓	.	.	.	.	.	.	.	.	.	.
Caroline L. Ziegler.....	"	11	1245	.	.	✓	✓	.	.	✓	.	.	.	.	.	.	.	.	.
Frances M. Lynch.....	"	6	910	.	.	✓	✓	.	.	.	.	.	.	.	.	.	.	✓	.
Ruth A. Kramer.....	"	3	795	.	.	.	.	.	✓	.	.	✓	.	.	.	.	.	.	.
Helen Gould.....	"	1	900	.	.	.	.	.	.	.	.	✓	.	.	.	.	.	.	.
Marie Kraft.....	"	1	1050	.	.	.	.	.	.	.	.	.	.	.	✓	.	.	.	.
Cornelius McAuliffe.....	"	1	900	.	.	.	.	.	.	.	.	.	.	.	✓	.	.	.	.
Walter B. Kemp.....	Sparks	3	1860	.	.	.	.	.	.	✓	.	.	✓	.	✓	.	.	.	.
Edna F. Schwartz.....	"	3	960	.	.	.	.	.	.	✓	.	✓	.	.	.	.	.	.	.
Anna M. Bacon.....	"	3	.	.	.	✓	.	.	✓	.	.	.	.	.	.	.	.	.	.
Elsie Phelps.....	"	3	830	.	.	.	.	.	.	.	.	.	.	.	.	✓	.	.	.
Elizabeth E. Pippen.....	Denton	21	1200	.	.	✓	.	.	✓	.	.	.	.	.	.	.	.	.	.
Helen Roe.....	"	32	800	.	.	✓	.	.	.	.	.	.	.	.	.	.	.	.	.
Stephanie Ford.....	"	2	700	.	.	.	✓	.	.	✓	.	.	.	.	.	.	.	.	.
Eleanor Yeaworth.....	"	1	800	.	.	.	✓	.	.	.	✓	.	.	.	.	.	.	.	.
Lola Willoughby.....	"	1	700	.	.	.	.	.	.	.	.	✓	.	.	.	.	.	.	.
R. V. Meyer.....	"	1	800	.	.	.	.	.	.	.	.	.	.	.	✓	.	.	.	.
(Mrs.) A. B. Smith.....	"	1	700	.	.	.	.	.	.	.	.	.	.	.	✓	.	.	.	.
Addison C. Brower.....	Federalburg	45	1500	.	.	.	✓	.	.	.	✓	.	.	.	.	.	.	.	.
Mary E. Davis.....	"	6	800	.	.	✓	.	.	.	.	.	.	.	.	.	.	.	.	.
Irene Roe.....	"	4	750	.	.	.	.	.	✓	✓	.	.	.	.	.	.	.	.	.
Sophie Kirwan.....	"	1	750	.	.	.	✓	.	✓	.	.	.	.	.	.	.	.	.	.
Sarah Merrick.....	"	1	675	.	.	.	.	.	.	.	.	✓	.	.	.	✓	.	.	.
Miriam H. Dennis.....	"	3	700	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Howard D. Evans.....	Ridgely	10	1300	.	.	✓	.	.	.	✓	.	✓	.	.	.	.	.	.	.
Gladys Smith.....	"	2	600	.	.	✓	.	.	.	✓	.	.	.	.	.	.	.	.	.
O. C. Kuntzleman.....	"	1	700	.	.	.	.	.	✓	.	.	.	.	.	.	.	.	.	.
(Mrs.) A. B. Smith.....	"	2	.	.	.	.	.	.	✓	.	.	.	.	.	.	✓	.	.	.
Thos. B. McCloud.....	Preston	2	1150	.	.	.	✓	.	✓	✓	.	.	.	.	.	.	.	.	.
S. Esther Lednum.....	"	1	750	.	.	.	✓	.	✓	.	✓	.	.	.	.	.	.	.	.
Ruth E. Brown.....	"	1	600	.	.	✓	.	.	✓	.	.	.	.	.	.	.	.	.	.
Miriam Dennis.....	"	3	700	.	.	.	.	.	✓	.	.	.	.	.	.	✓	.	.	.

* \$5.00 per day.

Names of Teachers by Counties Principals' Names First in List for Each School	School Address	Years' Experience	Salary, 1918-1919	Subjects Taught, 1918-1919													
				English	Mathematics	History	Latin	Modern Language	Science	Commercial	Agricultural	Manual Training	Household Economics	Drawing	Music	Civics	Teacher Training
Nita Perry.....	"	10	800	..	..	..	..	..	✓	..	..	..	..	..	..	..	..
Albert L. Farver.....	"	18	1200	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Anna G. Collins.....	"	6	750	..	..	..	..	..	..	✓	..	..	..	..	..	..	..
Nellie Christopher.....	"	6	750	..	..	..	..	..	..	..	..	..	..	..	..	..	..
O. Percy Simmons.....	Hurlock	1	1200	..	✓	..	..	..	✓	..	..	✓	..	..	..	..	..
Mattie Zutavern.....	"	1	800	✓	..	✓	..	..	..	..	..	..	..	..	..	..	..
Lois Bloxom.....	"	3	700	..	..	..	..	✓	..	..	..	..	..	..	..	..	..
Swain O. Neal.....	"	1	750	..	..	..	..	..	..	✓	..	..	..	..	..	..	..
George F. Bloxom.....	East New Mkt..	6	700	..	..	..	..	..	..	..	..	..	..	..	..	..	..
FREDERICK																	
Jas. C. Biehl (Boys').....	Frederick	5	\$1500	..	✓	..	..	..	..	..	..	..	..	..	..	..	..
M. Clare Filler.....	"	2	810	..	..	..	✓	✓	..	..	..	..	..	..	..	..	..
Mary C. Ott.....	"	10	900	✓	✓	✓	..	✓	..	..	..	..	..	..	..	..	..
G. Nevin Rebert.....	"	3	1100	✓	✓	..	..	..	..	..	..	..	..	..	..	..	..
Chas E. Moylan.....	"	2	1000	✓	✓	..	..	..	✓	..	..	..	..	..	..	..	..
Dorothy Wareheim.....	"	1	720	..	✓	..	..	..	..	..	..	..	..	..	..	..	..
S. Fenton Harris.....	"	11	1100	..	..	..	..	..	..	✓	..	..	..	..	..	..	..
Spencer C. Stull.....	"	15	1200	..	..	..	..	..	..	..	..	✓	..	..	..	..	..
Chas. H. Remsburg (Girls').....	"	19	2000	..	..	..	..	..	..	..	..	..	..	..	..	..	✓
Pearl A. Eader.....	"	11	900	✓	✓	✓	..	..	..	..	..	..	..	..	..	..	..
Katharine Wiener.....	"	7	850	✓	✓	✓	✓	✓	..	..	..	..	..	..	..	..	..
Edith Gardiner.....	"	5	850	✓	✓	✓	..	✓	✓	..	..	..	..	..	..	..	..
Lydia Rebert.....	"	2	810	✓	✓	..	✓	..	..	..	..	..	..	..	..	..	..
Mary R. Witter.....	"	1	720	..	..	..	..	✓	✓	✓	..	..	..	..	..	..	..
Nannette Shaffer.....	"	2	765	..	..	..	..	..	✓	✓	..	..	..	..	..	..	..
C. Bess Castle.....	"	4	810	..	..	..	..	..	..	✓	..	..	..	..	..	..	..
Mildred DeLashmutt.....	"	4	720	..	..	..	..	..	..	..	..	✓	✓	..	..	..	..
Oscar M. Fogle.....	Brunswick	15	1800	..	✓	..	✓	✓	..	..	..	..	..	..	..	..	..
A. Virginia Reich.....	"	11	900	..	✓	..	✓	..	..	..	..	..	..	..	..	✓	..
Ruth Coblenz.....	"	2	850	✓	✓	..	..	..	..	..	..	..	..	..	..	..	..
Chas T. Stull.....	"	5	765	..	..	..	..	✓	✓	✓	..	✓	..	..	..	..	..
Mary C. Kaczell.....	"	1	630	..	..	..	..	..	✓	✓	..	..	..	..	..	..	..
Lily M. Moore.....	"	1	630	..	..	..	..	..	..	..	..	✓	..	..	..	..	..
R. E. Kieeny.....	Middletown	14	1800	..	✓	..	✓	✓	✓	✓	..	..	..	..	..	..	..
W. E. Hauver.....	"	11	1200	..	✓	..	✓	✓	✓	✓	..	..	..	..	..	..	..
R. M. Doub.....	"	8	1150	..	✓	..	..	✓	✓	✓	..	..	..	..	..	..	..
Marcelene Kefauver.....	"	8	850	..	..	..	..	..	✓	✓	..	..	..	..	..	..	..
Helen Wyand.....	"	2	720	..	..	..	..	..	✓	✓	..	..	..	..	..	..	..
Blanche Howard.....	"	1	810	..	..	..	..	..	..	✓	✓	✓	..	..	..	..	..
H. R. Shoemaker.....	"	1	1600	..	..	..	..	..	..	✓	✓	✓	✓	..	..	..	..
H. D. Beachley.....	Thurmont	24	1500	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
A. M. Isanogle.....	"	15	1200	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Ruth A. Firor.....	"	7	900	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Ruth F. Wrightson.....	"	4	850	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Edna M. Engle.....	"	5	810	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Evelyn Routzahn.....	"	1	630	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
GARRETT																	
C. H. Kolb.....	Oakland	16	\$1600	..	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Wylie W. Jenkins.....	"	7	900	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
(Mrs.) Frances Decker.....	"	6	810	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Adah Trippett.....	"	4	810	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
H. A. Loraditch.....	"	18	385	..	..	..	..	..	..	..	..	✓	..	..	..	..	..
Icic G. Friend.....	"	4	675	..	..	..	..	..	..	..	✓	..	..	..	..	..	..
Annabel Bird.....	"	2	720	..	..	..	..	..	..	..	..	✓	..	..	..	..	..
E. A. Browning.....	Friendsville	7	1200	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
L. K. Young.....	"	2	600	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Manilla Savage.....	"	1	600	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
A. W. Ramsdell.....	Kitzmilller	3	1000	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
(Mrs.) Geneva Ramsdell.....	"	2	600	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Names of Teachers		School Address	Years' Experience	Salary, 1918-1919	Subjects Taught, 1918-1919													
by Counties					English	Mathematics	History	Latin	Modern Language	Science	Commercial	Agricultural	Manual Training	Household Economics	Drawing	Music	Civics	Teacher Training
Principals' Names First in																		
List for Each School																		
PRINCE GEORGE'S																		
Maude Broome.....	"		9	900	.	.	.	.	.	.	.	.	.	.	.	.
Katie Frizzell.....	"		2	900	.	.	.	.	.	.	.	.	.	.	.	.
Thos. W. Troxell.....	Gaithersburg		20	1412	.	.	.	✓	.	✓	.	.	.	.	.	.
Gena G. Hickox.....	"		6	900	.	.	.	✓	.	✓	.	.	.	.	.	.
Gail Wade.....	"		2	700	✓	.	.	✓	.	✓	.	.	.	.	.	.
Robert L. Tolson.....	"		2	1500	.	.	.	✓	.	✓	.	.	.	.	.	.
Maude Broome.....	See Rockville...				.	.	.	.	.	.	✓	.	.	.	.	.
Edward P. McAloon.....	Sandy " Spring...		2	1400	.	.	.	✓	.	✓	.	✓	.	.	.	.
Elizabeth Brooks.....	"		3	750	✓	.	.	✓	✓	✓	.	.	.	.	.	.
Margaret Karn.....	"		1	700	✓	.	.	✓	✓	✓	.	.	.	.	.	.
John Janney.....	"		5	900	.	.	.	✓	✓	✓	✓	.	.	.	.	.
Effie Barnsley.....	"		1		.	.	.	✓	✓	✓	✓	.	.	.	.	.
Robert W. Stout.....	Poolesville		4	1075	✓	.	✓	✓	✓	✓	.	✓	.	.	.	.
Walter P. Griggs.....	"		1	695	✓	.	.	✓	.	.	.	.	.	.	.	.
PRINCE GEORGE'S																		
N. J. Morris.....	Hyattsville		23	\$1400	.	✓	✓	✓	.	.	.	.	.	.	.	.
Mary A. Dandy.....	"		8	900	✓	.	.	✓	.	.	.	.	.	.	.	.
E. G. Brainard.....	"		1	700	.	✓	✓	✓	✓	.	.	.	.	.	.	.
A. K. Stockebrand.....	"		2	800	.	✓	✓	✓	✓	.	.	.	.	.	.	.
(Mrs.) Z. E. Turley.....	"		1	800	.	.	.	✓	.	✓	.	.	.	.	.	.
A. E. Browne.....	"		2	800	.	.	.	✓	.	✓	.	✓	.	.	.	.
D. L. Elliott.....	"		1	900	.	.	.	✓	.	✓	.	✓	.	.	.	.
J. Edward Ford.....	Laurel		21	1400	✓	✓	✓	✓	.	✓	.	✓	.	.	.	.
Margaret Edmonston.....	"		12	1000	✓	.	.	✓	.	✓	.	✓	.	.	.	.
Elizabeth Gardner.....	"		11	900	.	✓	✓	✓	.	✓	.	✓	.	.	.	.
Amelia H. Fritz.....	"		8	900	.	.	.	✓	✓	✓	.	✓	.	.	.	.
L. B. Bennett.....	"		1	750	.	.	.	✓	✓	✓	.	✓	.	.	.	.
R. N. Brawner.....	"		5	875	.	.	.	✓	.	✓	.	✓	.	.	.	.
L. Hare.....	"		1	800	.	.	.	✓	.	✓	.	✓	.	.	.	.
(Mrs.) Gay Fairall.....	"		1		.	.	.	✓	.	✓	.	✓	.	.	.	.
D. L. Elliott.....	"		1	450	.	.	.	✓	.	✓	.	✓	.	.	.	.
Anna P. Mackay.....	Clinton		2	950	✓	.	✓	✓	.	✓	.	✓	.	.	.	.
M. Louise Burroughs.....	"		1	650	✓	.	✓	✓	.	✓	.	✓	.	.	.	.
N. Eva Turner.....	"		1	750	✓	✓	✓	✓	.	✓	.	✓	.	.	.	.
Alma Blandford.....	"		1		.	.	.	✓	.	✓	.	✓	.	.	.	.
(Mrs.) Irving Bowie.....	"				.	.	.	✓	.	✓	.	✓	.	.	✓	.		
W. R. C. Connick.....	Baden		7	1400	✓	.	.	✓	✓	✓	.	✓	.	.	.	.
Clara C. Gibbons.....	"		7	800	✓	✓	✓	✓	✓	✓	.	✓	.	.	.	.
A. Eloise Dyson.....	"		2	700	.	.	.	✓	.	✓	.	✓	.	.	.	.
Howard M. Dent.....	"		2½	1200	.	.	.	✓	✓	✓	.	✓	.	.	.	.
Ruth Branner.....	"		1	800	✓	.	.	✓	✓	✓	.	✓	.	.	✓	.		
Roger H. Day.....	Upper Marlboro.		6	1300	✓	✓	✓	✓	✓	✓	✓	✓	.	.	✓	.		
Maude Gibbons.....	"		1	700	✓	✓	✓	✓	✓	✓	✓	✓	.	.	.	.
Gertrude Wyville.....	"		1½	700	✓	✓	✓	✓	✓	✓	✓	✓	.	.	.	.
Roger I. Manning.....	Brandywine		16	1100	✓	✓	✓	✓	✓	✓	✓	✓	.	.	.	.
Eva L. Messerle.....	"		5	600	.	.	.	✓	✓	✓	.	✓	.	.	.	.
QUEEN ANNE'S																		
J. Fred Stevens.....	Centreville		7	\$1600	.	✓	.	.	✓	✓	.	✓	.	.	.	.
Nannie P. Keating.....	"		7	800	.	✓	.	✓	✓	✓	.	✓	.	.	.	.
J. D. Cummins.....	"		1	750	✓	.	.	✓	✓	✓	.	✓	.	.	.	.
David P. Smith.....	"		1	750	.	✓	.	✓	✓	✓	.	✓	.	.	.	.
John T. Bruchl.....	"		15	1250	.	.	.	✓	✓	✓	.	✓	.	.	.	.
H. D. Garland.....	"		1	750	.	.	.	✓	✓	✓	.	✓	.	.	.	.
Medora Mantz.....	"		2	800	.	.	.	✓	✓	✓	.	✓	.	.	.	.
Elizabeth J. Trundle.....	Stevensville		4	1000	✓	✓	✓	✓	✓	✓	✓	✓	.	.	✓	.		
Ola Carter.....	"		3½	650	✓	✓	✓	✓	✓	✓	✓	✓	.	.	.	.
Lettie Long.....	"		1	600	✓	✓	✓	✓	✓	✓	✓	✓	.	.	.	.
John T. Bruchl.....	See Centreville...				✓	✓	✓	✓	✓	✓	✓	✓	.	.	✓	.		
Medora Mantz.....	See Centreville...				✓	✓	✓	✓	✓	✓	✓	✓	.	.	✓	.		
Anna C. Harrison.....	Sudlersville		7	1000	✓	.	.	✓	✓	✓	.	✓	.	.	.	.
Myrtle Derrickson.....	"		1	600	✓	✓	.	✓	✓	✓	.	✓	.	.	.	.

Names of Teachers by Counties Principals' Names First in List for Each School			School Address	Years' Experience	Salary, 1918-1919	Subjects Taught, 1918-1919											
English	Mathematics	History				Latin	Modern Language	Science	Commercial	Agricultural	Manual Training	Household Economics	Drawing	Music	Civics	Teacher Training	
Mary M. Kaylor.....	"	10	1050	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Gabrielle Startzman.....	Boonsboro	4	1050	..	..	..	..	..	..	..	..	..	..	..	..	..	..
E. F. Long.....	"	7	1200	..	..	✓	..	✓	..	..	..	..	..	..	..	..	..
M. H. Haupt.....	"	8	900	..	✓	✓	..	..	..	..	..	..	..	..	..	..	..
Nellie Wishard.....	"	2	900	..	✓	✓	..	..	..	..	..	..	..	..	..	..	..
Frances Storn.....	"	3	900	..	..	..	..	..	✓	..	..	..	..	..	..	..	..
George A. Sites.....	Clear Spring....	5	1500	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Dorothy Nissley.....	"	1	900	..	..	✓	..	✓	..	..	..	..	..	..	..	✓	..
Helen M. Beard.....	"	1	900	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Thos. E. Biddle.....	"	4	900	..	..	✓	..	✓	..	..	..	..	..	..	..	..	..
Iva Wishard.....	"	1	900	..	✓	..	..	✓	..	..	..	..	..	..	..	..	..
James E. Fleagle.....	Smithsburg	10	1200	..	✓	✓	..	✓	..	..	..	..	..	..	..	..	..
Leonard Shercliff.....	"	3	900	..	..	..	..	✓	..	..	..	✓	..	..	..	..	..
Effie Matthews.....	"	4	900	..	✓	✓	..	✓	..	..	..	..	..	..	..	..	..
Mary K. Fleming.....	"	1	900	..	✓	✓	..	..	..	..	..	..	..	..	..	..	..
Harry Wolf.....	Williamsport	10	1200	..	✓	✓	✓	✓	✓	..	..	..	✓	..	..	..	..
Samuel Plummer.....	"	..	900	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Elizabeth Clever.....	"	..	900	..	✓	✓	✓	✓	..	..	..	..	..	..	..	..	..
Arita Snyder.....	"	..	900	..	..	..	..	✓	✓	..	..	..	✓	..	..	..	..
H. M. Lippy.....	See Hagerstown.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
WICOMICO																	
R. Lee Clark.....	Salisbury	10	\$1600	..	..	..	✓	..	..	..	..	..	..	..	..	..	..
Emily Dashiell.....	"	5	730	..	✓	..	..	✓	..	..	..	..	..	..	..	..	..
Gertrude Fleurer.....	"	4	675	..	..	..	..	..	✓	..	..	..	..	..	..	..	..
Madge Hayman.....	"	2	630	..	..	..	..	..	✓	✓	..	..	..	..	..	..	..
Nellie Hill.....	"	7	800	..	✓	..	..	..	..	..	..	..	..	..	..	..	..
Alice Killiam.....	"	1	630	..	✓	..	..	..	..	..	..	..	..	..	..	..	..
Alma Lankford.....	"	12	800	..	..	..	..	✓	..	..	..	..	..	..	..	..	..
(Mrs.) Helen Fooks.....	"	2	825	..	..	..	..	..	..	✓	..	..	..	..	..	..	..
Dorothy Mitchell.....	"	4	675	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Ida Morris.....	"	5	800	..	..	..	..	..	..	..	..	..	✓	..	..	..	..
Fay Swearingen.....	"	1	800	..	..	..	..	..	..	✓	..	..	..	..	..	..	✓
(Mrs.) Annie P. Westcott.....	"	4	900	..	..	..	..	..	..	✓	..	..	..	..	..	..	..
Ethel Parsons.....	"	5	700	..	✓	..	..	..	..	..	..	..	..	..	..	..	..
Katherine True.....	"	8	800	..	✓	..	✓	..	..	..	..	..	..	..	..	..	..
Olive Vincent.....	"	1	630	..	..	..	..	..	✓	..	..	..	..	..	..	..	..
May Wilson.....	"	2	630	..	..	..	..	..	..	..	..	..	..	..	..	..	..
May Dryden.....	"	2	675	..	..	..	✓	..	..	✓	..	..	..	..	..	..	..
Ruth Powell.....	"	4	925	..	..	..	..	..	..	..	..	..	..	..	..	..	..
E. K. McIntosh.....	Sharptown	8	1100	..	..	..	..	..	✓	..	..	✓	..	..	..	..	..
Emma Caulk.....	"	2	775	..	✓	..	✓	✓	..	..	..	..	..	..	..	..	..
Pauline Howard.....	"	1	550	..	✓	✓	✓	..	..	..	..	..	..	..	..	..	..
Bertha McGrath.....	"	5	740	..	..	..	..	..	..	..	..	..	✓	..	..	..	..
C. H. Cordrey.....	Delmar	6	1400	..	✓	✓	✓	✓	✓	..	..	..	✓	..	..	..	..
Anne Jester.....	"	3	740	..	✓	✓	✓	✓	✓	..	..	..	..	..	..	..	..
Susie Utz.....	"	2	640	..	✓	✓	✓	✓	✓	..	..	..	..	..	..	..	..
Bertha McGrath.....	See Sharptown..	..	..	..	..	..	..	..	..	..	..	..	✓	..	..	..	..
C. Allan Carlson.....	Nanticoke	4	1200	..	✓	✓	✓	✓	✓	..	..	✓	..	..	..	..	..
Nannie R. Potts.....	"	1	600	..	✓	..	✓	..	..	..	..	..	..	..	..	..	..
Della Truitt.....	"	1	750	..	..	✓	..	✓	..	..	..	..	✓	..	..	..	..
WORCESTER																	
E. Clarke Fontaine.....	Pocomoke City..	17	\$1600	..	..	..	✓	✓	..	..	..	..	..	..	..	..	..
Mary B. Hamilton.....	"	3	900	..	✓	..	..	..	..	..	..	..	..	..	..	..	..
Mary W. Davy.....	"	3	750	..	..	..	..	✓	..	..	..	..	..	..	..	..	..
Evelyn Gardner.....	"	3	800	..	✓	..	..	..	..	..	..	..	..	..	..	..	..
Lucy Alderman.....	"	1	700	..	..	..	✓	✓	..	..	..	..	..	..	..	..	..
Ida B. Wilson.....	"	2	700	..	✓	✓	..	..	..	..	..	..	..	..	..	..	..
Annie V. Merrill.....	"	1	600	..	✓	..	..	..	..	..	..	..	..	..	..	..	..
Ethel M. Dix.....	"	9	900	..	..	..	..	..	..	..	..	✓	..	..	..	..	..

PUBLIC SCHOOL ANNIVERSARIES

WASHINGTON'S BIRTHDAY PROGRAM

FEBRUARY 22, 1920. (To be observed on February 20)

1. Singing—*America*School
2. Concert Recitation—*The American's Creed*.....School
3. Singing—*America, the Beautiful*.....Bates
4. Reading—*The Birthday of Washington*.....Bryant
5. Dialogue (two pupils)—*The League of Nations*.....Selected
6. Play—*The Coming of Liberty*.....
7. Brief Address.....A Patron
8. SingingSchool
 1. *Marseillaise*.
 2. *Rule Britannia*.
 3. *Star-Spangled Banner*.

THE AMERICAN'S CREED.

W. T. PAGE

I believe in the United States of America as a government of the people, by the people, for the people; whose just powers are derived from the consent of the governed; established upon those principles of freedom, equality, justice and humanity for which American patriots sacrificed their lives and fortunes.

I therefore believe it is my duty to love it; to support its constitution; to obey its laws; to respect its flag, and to defend it against all enemies, for

I AM AN AMERICAN!

AMERICA THE BEAUTIFUL

O beautiful for spacious skies,
 For amber waves of grain,
 For purple mountain majesties
 Above the fruited plain!
 America! America!
 God shed His grace on thee,
 And crown thy good with brotherhood,
 From sea to shining sea!

O beautiful for pilgrim feet,
 Whose stern, impassioned stress
 A thoroughfare for freedom beat
 Across the wilderness!
 America! America!
 God mend thine every flaw,
 Confirm thy soul in self-control,
 Thy liberty in law!

O beautiful for heroes proved
 In liberating strife,
 Who more than self their country loved,
 And mercy more than life!
 America! America!
 May God thy gold refine,
 Till all success be nobleness,
 And every gain divine!

O beautiful for patriot's dream
 That sees beyond the years
 Thine alabaster cities gleam
 Undimmed by human tears!
 America! America!
 God shed His grace on thee
 And crown thy good with brotherhood
 From sea to shining sea!

—*Katharine Lee Bates.*

THE BIRTHDAY OF WASHINGTON

Yet has no month a prouder day,
 Not even when the summer broods
 O'er meadow in their fresh array,
 Or autumn tints the glowing woods.

For this chill season now again
 Brings, in its annual round, the morn
 When, greatest of the sons of men,
 Our glorious Washington was born.

Thus, 'mid the wreck of thrones, shall live
 Unmarred, undimmed, our hero's fame,
 And years succeeding years shall give
 Increase of honors to his name.

—*William Cullen Bryant.*

THE LEAGUE OF NATIONS

- I. Q. Who will be included in the League of Nations?
 A. All the free peoples of the earth.
- II. Q. Will even the small nations have a voice in the transactions of this league?
 A. It is intended that every nation shall be heard in this democracy of nations, just as the humblest citizen in the State is equal before the law in our democracy of individuals.
- III. Q. Will a league of nations tend to prevent war?
 A. It is the hope of the peace conference to develop such a community of interest among the nations that each will be willing to surrender some of its sovereign rights for the common good, and in this way strive for co-operation rather than conflict.

- IV. Q. How will it tend to prevent war?
A. When two nations begin a quarrel the league will step in and settle the difficulty between them in such a way that there will be no need of war. If a nation is seeking justice it will be satisfied. If it is seeking dominion it will be subdued.
- V. Q. In case a nation is determined to fight any way, what will the league do?
A. The International police will take charge of the affairs of this nation until it becomes amenable to law just as a city policeman arrests an unruly citizen.
- VI. Q. Would a League of Nations limit the sovereignty of the nation entering it?
A. It would limit to some extent the freedom of action of this nation in relation to the other nations, but it would not affect in any way the sovereignty of a nation over its own people. Unless some power be surrendered to this league, it would not be able to enforce its decrees.
- VII. Q. What effect would it have on the doctrine of the balance of power?
A. No two nations under the rules of the league would be allowed to form secret alliances—either offensive or defensive.
- VIII. Q. How did the doctrine of the balance of power affect the policy of the nations on either side?
A. Each nation was trying to build up the strongest military power to strengthen its side. This placed a burdensome tax on the people. It also removed many strong men from the industries. It was said that every laborer in Europe carried a soldier on his back.
- IX. Q. How would a League of Nations remove a burden from labor?
A. Armaments and armies would be limited in size and men would be set free to work in civil life. The enormous sums of money used for armament would be used to educate the children and to provide hospitals for the sick.
- X. Q. Why would it be safe to limit armament under this league?
A. No nation would have to arm to protect itself from its neighbors. It would merely have sufficient military strength to insure domestic tranquillity.
- XI. Q. Why do we favor this league?
A. So all the world can busy itself with the constructive work of the world and be free from the horrors of a destructive war.

THE COMING OF LIBERTY

(PLAY FOR PRIMARY GRADES)

NOTE.—Mr. T. Wingate Andrews, Superintendent of Salisbury Schools, furnished the material for this play. It has been successfully presented in that school.

ACT I

PROLOGUE

Herald: Back in the savage days of the Stone Age, man walked the earth armed with a club. "Might makes right" was the language of the club. And there was no appeal from this rule.

Centuries passed and the club was changed for other weapons, but still might made right. The strong could take from the weak, and the world was ruled by force.

Then, from different quarters of the earth voices were raised that shouted for "Justice," "Freedom," "Liberty." And as time went on other voices in other lands echoed back their call until they made a mighty sound, and the cry of "Might makes right" grew less.

The whole history of America is the story of the struggle of a people for Liberty. Our play will show you some scenes from the beginning of that struggle.

SCENE I.—LIBERTY OR DEATH

Virginia Assembly

A Member: Mr. President, I think the resolutions before the house are dangerous. They propose to raise an army to resist the laws of England. This means war, and we are not prepared for war. We are weak and unable to cope with so strong an enemy.

Another Member: Mr. President, I am opposed to the resolutions until we have tried all peaceful means of settlement. Let us petition Great Britain to repeal her unjust laws. Let us not shed blood so long as there is any hope of avoiding war.

Patrick Henry: Mr. President, this is no time for ceremony. The question before the house is nothing less than a question for freedom or slavery. We have petitioned, but our petitions have been slighted, and we have been spurned from the foot of the throne. There is no longer any room for hope.

If we wish to be free, we must fight! I repeat it, sir, we must fight! They tell us we are weak, unable to cope with so strong an enemy. But when shall we be stronger? Sir, we are not weak. Three millions of people, armed in the holy cause of liberty, are invincible. Besides, sir, there is a just God who will raise up friends to fight our battles for us. I repeat, sir, let it come. The war is inevitable; let it come. Is life so dear or peace so sweet as to be purchased at the price of chains and slavery? Forbid it, Almighty God! I know not what course others may take, but as for me, give me liberty or give me death? (*Great applause.*)

President: I call for a vote on the resolutions. All who favor the resolution will vote "Aye."

(*All vote "Aye," with great demonstration.*)

SCENE II.—FREEDOM AND EQUALITY

Independence Hall

Characters:—

John Hancock, Chairman.

John Adams.

Thomas Jefferson.

Benjamin Franklin.

Robert Morris.

A Chaplain, and at least eight others.

John Hancock: Mr. Secretary, read the Declaration.

Thomas Jefferson: (*Rises and addresses the Chair, then reads*): We hold these truths to be self-evident, that God has created all men free and equal and endowed them with the right to life, liberty, and the pursuit of

EDUCATION IS THE HOPE OF DEMOCRACY



Uphold school laws
Maintain school standards
in order that
the next generation may
Reap the fruit of our sacrifice
Carry on the tasks we have begun.

Education is costly.
War is costlier.
Ignorance is costliest of all.

Progress cannot rest on ignorance. There is no surer way to improve our nation and its people than by the more thorough education of the children. This picture suggests the necessity for a generation better equipped mentally for the greater responsibilities it will have to bear.

SHIELD THE CHILDREN'S HEALTH



Disease, the "Sniper,"
lies in wait for our children.

**Organize the community
to defeat him**

BY

Strict enforcement of health laws
Wide-awake health officials
Community effort toward health.

It has been said that the art of killing stimulates the art of curing. It should also stimulate the art of health preservation, especially with respect to children.

happiness. Therefore, we, the representatives of the United States of America, declare that these United Colonies are and of right ought to be free and independent. And to support this Declaration we pledge our lives, our fortunes, and our sacred honor."

Member: Mr. Chairman, I move the adoption of the Resolutions.

Member: Mr. Chairman, I second the motion to adopt.

John Hancock: All who favor the adoption of the Resolutions will vote "Aye." (*All vote "Aye," with great demonstration.*)

Hancock: I shall be the first to sign the Declaration, and I want to write my name so large that the King of England can read it without his spectacles. (*All sign.*)

John Adams: Gentlemen, we have signed a paper which will make us free, but we must all hang together.

B. Franklin: Yes, or we shall all hang separately.

Hancock: Let us not leave this place until we have asked the blessing of God upon what we have done. We will now be led in prayer by the Chaplain.

Chaplain: Almighty God, we are fighting for Liberty. Help us to make America a free country, and grant us in the end the blessing of peace. Amen. (*All standing with bowed heads repeat, "Amen."*)

SCENE III.—OUR FIRST FLAG

Characters:—

George Washington.

His friend, Robert Morris.

Betsy Ross.

PART I

Betsy is seated on a low chair sewing. A knock is heard.

Betsy Ross: Come in! (*Enter George Washington and Robert Morris.*)

George Washington (bowing): Is this Mrs. Betsy Ross?

Betsy Ross: Yes.

George Washington: I am George Washington, and this is my friend, Robert Morris. (*Both bow.*)

Betsy Ross (rising in haste and courtesying): What can I do for you, sirs?

George Washington: We want you to make a flag for our country. I have a little drawing here which may help you.

Betsy Ross: What colors is it to be?

George Washington: Red, White and Blue. Do you think that will make a pretty flag?

Betsy Ross: Yes, I think it will, but I think five-pointed stars would be prettier than this six-pointed one which you have drawn. Do you not think so?

George Washington: I do not know, I have never seen a five-pointed star.

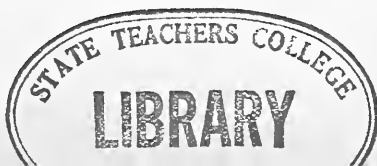
Betsy Ross: It is very easy to make. See, I fold it like this and make it with one clip of the scissors.

George Washington and Robert Morris: That is very pretty. Make five-pointed stars.

Betsy Ross: Did you bring the goods?

George Washington: No. I am very sorry that our country is so poor. We have no money with which to buy it. I thought that you might have something that would do. Haven't you?

Betsy Ross (thinking): Let me think. I have an old red flannel petticoat.



George Washington: And I have an old blue army coat.

Robert Morris: And I have an old white shirt.

Both: Do you think that would do?

Betsy Ross: I will try to make it do. Send them to me this afternoon and I will try to have it for you tomorrow afternoon.

Both (bowing): Good afternoon, Mrs. Ross. (*They go out.*)

PART II

(*Betsy sits and sews for a few minutes and apparently finishes the flag and folds it up and puts it in her work basket. She is sewing on white goods when a knock is heard.*)

Betsy Ross: Come in.

Both (bowing): Good day, Mrs. Ross. Is the flag done?

Betsy Ross (courtesying): Yes sirs. I will show it to you (*She unfolds it.*) How do you like it?

Both: It is very pretty indeed. (*She folds it and hands it to them.*)

Both: Thank you very much, Mrs. Ross. We are sorry we cannot pay you.

Betsy Ross: It was a pleasure to do it for our country. (*All bow.*)
(*Primary Education, February, 1913.*)

SCENE IV.—LIBERTY AND HER HELPERS

Characters:—

Liberty.

George Washington.

Patrick Henry.

Thomas Jefferson.

Paul Revere.

Lafayette.

Liberty: I come only to those who love me and are willing to die for me. My helpers, come forth. First, I call him who is "First in war, first in peace, and first in the hearts of his countrymen."

All: George Washington. (*Comes forward and takes his place.*)

Liberty: Next I call for him who said, "Give me Liberty or give me death!"

All: Patrick Henry. (*Takes his place.*)

Liberty: And where is he who said, "All men are created free and equal"?

All: Thomas Jefferson. (*Takes his place.*)

Liberty: Next, I call my messenger who rode through the night to warn the people against their enemy and mine.

All: Paul Revere. (*Comes forward and takes his place.*)

Liberty: I see among you a gallant knight who came across the ocean to fight for me.

All: Lafayette. (*Advances.*)

Liberty: If your country ever needs me and my helpers, call upon us and we will come to your aid.

And now, friends and helpers all, you have fought a good fight for me. Your children will be called upon to make a greater fight, but be happy for a season, for now I leave my peace with you. (*Exit.*)

(*All join in Minuet.*)

ACT II

PROLOGUE

Herald: The savage spirit in man dies hard. Four years and more ago it rose again in Germany and tried to conquer the world. Nation after nation sent its army to put down the tyrant. Belgium, France, England, Russia, and Italy called upon America to help crush out forever the rule that "Might makes right."

The second act of our play will show you how Liberty and her helpers answered the call.

SCENE I—LIBERTY'S RESPONSE TO THE CALL FOR HELP

Characters:—

Liberty.
Belgium.
France.
England.
Russia.
Italy.

Belgium: (National air on Victor or Piano.) We held the German Army for fourteen days, until France could get ready. Our families are broken up. Our children are scattered. Our homes are destroyed. Your help has saved our broken and trampled little nation.

France: (National air on Victor or Piano.) For four years and more the sons of beautiful France fought for home and Liberty. In the name of Lafayette and Liberty you answered our call to you for help.

England: (National air on Victor or Piano.) We were slow in our land work, for we did not have a large army, but our Navy kept the German fleet in the Baltic Sea and made the ocean free for all the ships of the world. A great many of our ships were destroyed. We needed more ships and more food. You answered the call.

Russia: (National air on Victor or Piano.) We have been talked about by friend and foe, but we have done the best we could. Teach us how to live.

Italy: (National air on Victor or Piano.) Three hundred thousand men who marched out under this flag were taken prisoners, but we still fought for our homes and freedom. You supplied us with food, clothing, men and ammunition to help us fight.

SCENE II

(Star-Spangled Banner on Victor or Piano. Allies arranged to left and right of stage, with Liberty in center. All stand and sing first stanza.)

Liberty: I, Liberty, great symbol of a great nation, am the bright star of a brave people's hope. I stand for Democracy, the right of the people to rule. With me shall come the ending forever of kings and emperors. The sons of this Nation went forth as the knights of old to help our friends across the seas. We fought—

For Freedom—not for fame,
For duty—not for glory.

I now send forth my call for friends and comrades who helped at home and abroad to win a better America, a truer and wider brotherhood of man.

(Enter helpers, who kneel before Liberty.)

NOTE.—Helpers should wear appropriate costumes.

Liberty:

To Farmers.

Ye rigid Plowmen, bear in mind

Your labor is for future hours.

Advance! Spare not! nor look behind!

Plow deep and straight, with all your powers.

To Housekeepers:

Food is Ammunition—Don't waste it.

On bravely through the sunshine and the showers,

Time hath his work to do, as we have ours.

To Inventors:

Ye have wrought well in the realm of science. The skill of brain shall dethrone brute strength.

To Knitters:

Small service is true service while it lasts.

To Soldiers:

You stand for Justice. Your glory is in the duty well done.

To Sailors:

Strength to the brave upon the wave, the gallant fearless tar.

To Red Cross Nurses:

You stand for Mercy.

Ready, let come what may;

Ready to die or live,

Ready to work each day.

Ready to heal and forgive.

(All rise and stand before Liberty, who addresses them.)

Liberty:

Strongest army of all

That ever old Earth saw,

Heeding the carnage call,

Keeping the Higher Law,

Band after eagle band,

From colleges, fields, and marts,

They go with sword in hand,

And Peace, Peace, Peace in their hearts.

All: I pledge allegiance to my flag and to the republic for which it stands, one Nation indivisible, with Liberty and justice for all.

Liberty: *(Speaks the words to "The Battle Hymn of the Republic" while music is played softly.)*

At the close Liberty leads off, followed by the Allies and American Helpers. (Teachers may use this entire play or scenes from it.)

MARYLAND DAY

THURSDAY, MARCH 25, 1920

TOPIC: MARYLAND'S HIGHWAYS**SUGGESTIVE PROGRAM**

1. Song—"The Star-Spangled Banner," followed by Salute to the Flag.....School
2. Reading—"The Appian Way".....Pupil
3. Reading—"Roads Built by Julius Caesar".....Pupil
4. Reading—"The Early Roads of Maryland".....Pupil
5. Music—To be selected.
6. Reading—"Western Maryland's Early Roads".....Pupil
7. Reading—"The Turnpikes".....Pupil
8. Music—To be selected.
9. Reading—"The National Road".....Pupil
10. Reading—"Era of the Stage Coach".....Pupil
11. Essay—"What Good Roads Mean to My Country".....Pupil
12. Music—To be selected.
13. Reading—"How Macadam and Concrete Roads are Built".....Pupil
14. Reading—"Road Construction in France".....Pupil
15. Reading—"A Brief Historical Survey of Maryland's State Road System".....Pupil
16. Reading—"How Maryland Has Financed Its Road System".....Pupil
17. Essay—"How Maryland's Roads Helped Win the War".....Pupil
18. Address by the Teacher, a Patron, or a Friend of the School.
19. Song—"Maryland, My Maryland".....School

TOPICS DISCUSSED SINCE "MARYLAND DAY" WAS FIRST CELEBRATED IN THE SCHOOLS

- 1904 The Landing of the Pilgrims.
- 1905 Religious Toleration in Maryland.
- 1906 Maryland's Influence in Founding a National Commonwealth.
- 1907 Beginnings of Popular Government in Maryland.
- 1908 Maryland's Part in Winning our Independence.
- 1909 Maryland's Contribution to American Literature.
- 1910 Education in Maryland.
- 1911 Marylanders of National Fame.
- 1912 The Founding of the Maryland Colony and its First Half Century.
- 1913 The Ancient City and How It Came to be the Capital of Maryland.
- 1914 Our Historic Metropolis.
- 1915 The Public School System of Maryland.
- 1916 The Cornerstone of our Federal Union.
- 1917 Calvert and Claiborne.
- 1918 Maryland's Part in our National Struggle.
- 1919 Maryland's War Activities.

The material for this program was contributed by Hon. Frank H. Zouck, Chairman of the Maryland State Roads Commission.

THE APPIAN WAY

The Appian Way was begun by Caesar Appius Claudius in 312 B. C., and was well named by the poet Statius, Regina Viarum, the Queen of Roads. It is not the oldest, but is the most celebrated of all Roman roads, and it is one of the 29 great roads entering the Forum. The part constructed by the above-named Emperor extended from the Forum, Rome, 132 miles to Capua. Later it was extended to Brundisium by Julius Caesar, making a total length of 360 miles.

The method of constructing this great road was to dig two parallel trenches 40 feet part. This gave an idea of the character of the soil over which the road was to be built, and also provided for, and took care of, all necessary drainage. The road was practically straight, with only slight turns at a few places, and it passed over marshes, rivers and mountains. Grades were not taken into consideration.

The Appian Way extended from Rome in a south and southeasterly direction. The general construction of the road had a total thickness of 3 to 4 feet, local stone being used when available, although certain sections were constructed out of material brought a great distance.

The bottom layer was constructed of two courses of flat stones laid in lime mortar, and over this was laid rubble or cobble stones well pounded into place. The third layer was composed of coarse gravel and lime mortar mixed like concrete. The mortar was composed of one part lime and three parts sand, and on this was bedded gravel on some sections, but on the section nearest Rome, the top layer was laid with large hexagon blocks of stone cut mostly from lava, but sometimes from marble, with smooth, regular joints, which were filled in with lime mortar. The mortar was used hot and a certain percentage of brick dust was mixed with it, which made a very hard cement-like mortar.

The paved portion described above was 15 feet 6 inches wide, with side roads or margins on each side of it, making three parallel roads. These sections were separated by a curb or path 2 feet 6 inches wide, extending one foot above the paved or center portion, and two feet above the level of the side roads or margins. This made the center portion one foot higher than the sides. Accordingly, the paved portion, upon which the footmen marched, being 15 feet 6 inches wide, the two margins over which the cavalry and chariots passed, being each 7 feet 9 inches wide, and the curbing which separates the two, and on which the officers marched, being two feet wide, the total width of the road was 36 feet.

Along this highway were many statues commemorating great battles and other historical events. A number of remarkable tombs were also located on the Appian Way, of which the most notable are those of the Scipios and of Caecilia Matella, as well as the great Roman Catacombs.

ROADS BUILT BY JULIUS CAESAR

To Julius Caesar is given the credit of building most of the Roman roads, but this is a mistake, in a way, as a number of the great roads were built many years before his time. For example, the Appian Way was built in 312 B. C., and the Flaminian Way in 200 B. C. The latter ran across the Alps and was noted for the fact it was carried over the rivers by arched stone

bridges, as well as having a tunnel 1,000 feet under the Apenines. The Domitian Way, built in 100 B. C., also crossed the Alps.

However, Julius Caesar did build many roads and extended those already built, and under his dictatorship the greatest progress was made in road building. The great roads were free to all Romans, but foreigners were charged toll. A yearly tax was levied upon persons, property and inheritances, and an extra tribute was exacted from time to time for their extension and maintenance as warfare and defense demanded.

There were three general classes of roads. The first were the military roads, the second the non-military roads, and the third were mere paths. The military roads were constructed by contractors and were paid for out of the general public fund. The non-military roads were built by the hamlets, and villages through which they passed. Special taxes were levied for this work and a law was passed compelling every man to work on the roads a certain number of days.

The military roads were from 36 to 40 feet wide and were constructed along the lines of the Appian Way. The common roads of Rome were 8 feet wide, just wide enough for carriages to pass without collision. There were a number of roads only three and four feet wide. The roads four feet wide were used for carriages, and the three feet roads or paths were used by pack animals and travelers on foot. The military roads, as well as the other roads, were not confined to reasonable grades, due to the fact that all traffic which passed over them consisted of chariots, light vehicles, cavalry and footmen.

It is hard to explain why the different roads were built so deep and with such extraordinary foundations, unless the builders expected them to remain for all time, for there was no traffic which justified such a character of construction.

The system of Roman roads was very extensive. There were 29 great roads all leading into the Forum,—hence the expression "All roads lead to Rome." The total of 52,964 miles of roads had a width of from 8 feet to 16 and 40 feet. These roads were laid out in straight lines, and hills were sometimes cut down or tunneled, and ravines were filled in. Natural obstacles were ignored. The roads extended into Spain, Gaul, the British Isles, Asia Minor, and Northern Africa, including all of Egypt. This territory was divided into 113 provinces containing 372 great roads, and it is said that as much as one million dollars was spent in a province in a year. This gives an idea of the money spent on this great system of roads.

From these main highways, paths from 3 to 6 feet wide were built in all directions. Gaul had 13,000 miles of these paths and Britain had 2,500 miles. They extended across the Alps, into Spain, Austria and along the Danube, as well as along the shores of the Mediterranean. It was said that troops would average, in marching, 20 miles a day over these roads and paths.

The construction of these roads was as follows: The first layer was formed of large flat stones, laid in courses bedded in mortar, 10 to 20 inches thick. The second layer, 8 to 12 inches thick, was composed of rubble or ordinary masonry. The third layer was built of masonry similar to concrete, having a thickness of 12 inches and having fragments of stone, pottery and brick-bats in it. The fourth or top layer was formed of very hard materials bonded together with lime mortar, and on many military roads large flat stones were laid and bonded together with mortar. The total thickness of the four courses

ran from three to four feet. Many of the paths had similar construction.

It would be extremely interesting to know the reason which led to the adoption of such a strong type of construction. As stated above, the traffic of those times was not such as to warrant or necessitate roads four feet thick. The expense was of secondary importance, as the greater part of the work was accomplished by captives and returned soldiers. If cost had entered as a large factor into the matter, surely no such elaborate construction as was used would have been considered.

The office of Superintendent of Highways—*Curator Viarum*—was of great dignity and honor, second only to that of Dictator. Julius Caesar was the first man of high rank to occupy the office, and after his occupancy the office was never conferred upon any but men of consular dignity.

Due to the fact that roads played such an important part in the development of the Empire it is no wonder that Julius Caesar, Caesar Augustus, Trajan and Domitian were honored by the erection of one or more triumphal arches at the order of the Roman Senate, on account of their activity in building up the roads of the Empire.

THE EARLY ROADS OF MARYLAND

The first highway of Maryland was the Chesapeake Bay, with its numerous rivers branching out on both sides, each of these rivers subdividing into smaller rivers and spreading themselves out into innumerable creeks and coves. Along these rivers the first settlers dwelt and the earliest roads were mere paths from the plantation houses to the river.

As the colonists pushed farther inland, roads were built connecting one plantation with the other, forming links in a chain which afterward became the main highway of the different counties; and where these lines of communication crossed a river it was found necessary to establish a ferry.

At the early session of the Assembly that met in St. Mary's City in 1637 and 1638 a number of absentees were excused from the fine for non-attendance for the want of a way to cross St. Mary's river, and a law establishing a ferry was passed at the next Assembly. As the settlements spread other ferries were established, and in 1658 a general law was passed requiring each county to maintain at least one ferry, this being the first law in connection with a road system.

Probably the earliest mention of a road in Maryland bears the date of March, 1643, when a missionary wrote as follows:

"A road by land through the forest has just been opened between Maryland and Virginia. This will make but a two days' journey, and both countries can be united in one mission."

Just what road this missionary had in mind is not recorded, but in all probability it started with a ferry from St. Mary's City across the Potomac to what is now Westmoreland county, Virginia, and on through the forest to the Rappahannock river.

The first road law of Maryland was passed in 1666, over a quarter of a century after the first settlement, and the first levy for road building was of tobacco and labor. While this was known as a road law, it simply meant the marking off of paths through the forest. When the next law was passed,

in 1696, it provided for the putting of overseers in charge of roads, but their duties simply consisted of cutting down brush and trees, and filling in the marshes in order that travelers on foot and pack horses could pass along the road with the least difficulty. Wagon transportation was unknown.

Slowness of changes in the method of travel may be illustrated by the fact that a petition was made by the inhabitants of St. Mary's county to the General Assembly, about 1690, when the removal of the capital from St. Mary's City to Annapolis was being considered, an article of which set forth that the chief objection to the location of the capital at St. Mary's City was on account of the inconvenience of its situation, because the people and the members of the House had been forced to a great deal of trouble oftentimes in that they had to travel on foot from the Patuxent to St. Mary's City and back, as not a coach could be had.

In order to remove all cause for such an objection, the inhabitants of St. Mary's county promised to bind themselves to procure a coach or caravan, or both, so that they could attend the public meetings of the Assembly and courts daily and at other times once a week. This liberal proposal, however, did not meet with the approval, as the House observed that, while the petitioners' offer was fair, their promises had never been kept, and therefore, in justice to the general welfare of the province, believed that it should not be considered.

The general condition of the roads at this time is indicated by the Baltimore County Court records of March 6, 1682, which recites that the jurors of Baltimore County "do present the overseers of the highways of the Gunpowder Hundred and the overseers of the highways of the Patapsco for not making the highways passable for man or horse."

The year 1696 saw the enactment of a new law entitled "for the better clearing of roads and direction of all travelers through the province." By this law, which was supplemented in 1704, the public highways were to be cleared and grubbed for travel 20 feet wide, and substantial bridges were to be built where such were necessary, at the discretion of the County Court.

The highways were still in a rudimentary state and it must have been easy to lose one's way, as the fifth section of the article provides that "all roads that lead to any ferries, court house, or any county, or any church, or lead through any county to the Port of Annapolis, shall be marked on trees on both sides of the road by two notches. If the road leads to Annapolis, where it leaves the other road, it shall be marked on the face of a tree with the letters "AA," and any road on the Eastern Shore in Talbot county which leads to the Port of William Stadt (Oxford), with the letter "W." Any roads that lead to any county court house shall have two notches on the trees on both sides of the road."

Survivals of this manner of directing travelers appear in various "notch roads," and the most notable of these still remaining is the "Three-notch road" in St. Mary's county, running from Mechanicsville to Point Lookout. It is to be regretted that in building the State road from Leonardtown to Point Lookout at least a part of this road was not adopted in order that its historical association might be perpetuated for future generations.

Two years after the removal of the capital from St. Mary's City to Annapolis, the Assembly, as part of the scheme to develop that port, ordered the construction of four "rolling" roads for transportation of tobacco in casks. Similar provisions were made in other counties.

In order to roll hogsheads of tobacco over these roads it was necessary that the hogsheads be made and hooped in the strongest manner. They were rolled over the roads by two men to one hogshead, from the plantation to the place of embarkment. In later years they were fitted with shafts and hauled by one ox. These rolling roads were generally of a roundabout route in order to avoid hills. They have long since passed out of existence by name, except one in Baltimore county, which runs from Elkridge Landing (which is south of the location of the new bridge over the Patapsco on the Washington Boulevard) east for 200 yards on the Washington Boulevard, then north through the town of Relay, on to the northeast, across the Frederick Pike just west of Catonsville on until it intersects the Liberty Pike at Powhatan, where its identity is lost. It is, however, thought that it connected with the old Joppa or Court road, which runs on through Pikesville, Rockland Mills, Towson, to the banks of the Gunpowder, the site of the first county seat of Baltimore county.

WESTERN MARYLAND'S EARLY ROADS

About 1739 there was presented to the Assembly a petition of the inhabitants of Monocacy creek, the Blue Ridge and the upper Potomac river, praying that a good wagon road might be made to the city of Annapolis. It was not, however, considered by the lower house, and was delayed for some other session. That session, however, had been connected with Philadelphia by what was known as the Monocacy road. This road led from the western part of Virginia, across the Potomac, near the mouth of the Conococheague creek, passing near Frederick, through Monocacy, a German settlement, near what is now called Creagerstown, to the Pennsylvania line. It is said that this road was originally an old Indian trail and had been used extensively by pack-horse travel.

This early connection with Philadelphia had done much to develop the western part of Maryland, and in 1745 the town of Frederick was laid out on the lands belonging to Daniel Dulaney, of Annapolis. Other settlements had preceded this, and many followed. Soon highways were cleared between Frederick and Annapolis, and between Frederick and Baltimore. The settlements in Pennsylvania pushed westward much more rapidly than those in Maryland, owing to the fact that Maryland had the Chesapeake Bay and its numerous tributaries, with their abundant food supply, and the earlier settlers naturally settled along both sides of the bay and rivers where travel and communication with each other were easy by way of water.

Settlements increased upon the border between Maryland and Pennsylvania, which was debatable ground, and along about 1741 a way was opened from Hanover west to settlements on the Conewago. At the time this was thought to be in Maryland, as a grant had been given for this territory to a resident of Prince George's county named Digges. This, of course, connected with Philadelphia, and in order to bring this trade to the Chesapeake a road was opened, known as the Patapsco Road, between Hanover and Baltimore.

It is supposed by some writers that in the building of the Baltimore, Reisterstown and Hanover road, the old Patapsco road was followed, but this is a mistake. The Patapsco road followed the Gunpowder-Patapsco divide in a winding course and thereby encountered few hills. The old Patapsco road

can be traced through the woods in a number of places in the vicinity of Reisterstown. The only part remaining of the old road is between Woodensburg, Boring and Fowlesburg. As these roads increased in distance there was a gradual change from the old pack-horse to the wagon, and it is recorded that the first wagon which arrived at Carlisle aroused great indignation among packers (owners of the pack horse). Even the widening of the roads at that time offended them.

About 1749 the settlements had pushed into the Allegheny mountains, toward the Ohio river.

THE FAMOUS BRADDOCK'S ROAD

George Washington in 1753, when just 21 years old, was ordered to proceed to the fort erected by the French upon the Ohio river to deliver to its commander a letter from the Governor of Virginia. Upon this, his first public mission, Washington proceeded from Williamsburg via Wills Creek (Cumberland). This led to the construction of what might be called the first military road built in Maryland, known as Braddock's road. The Maryland part of this road started at the mouth of Rock Creek, which separates Washington and Georgetown, thence to Rockville, through Clarksburg and Urbana to Frederick, and thence to what is known as Braddock Heights, where it turned to the left, and went on to what is known now as Williamsport, crossed the river into Virginia, entering Maryland again at a place now known as Pawpaw, through Old Town, to Cumberland, through the Narrows, passing about three miles south of what is known as Frostburg, crossing the Castleman river at Grantsville, and passing into Pennsylvania at about the location of the present State road. This road was the Indian trail which had been blazed by Memicolon, a friendly Indian. Although this road is known as Braddock's road, it should have been called Washington's road, inasmuch as Washington passed over this route with a Virginia company a year prior to Braddock.

For the next 25 or 30 years there were a number of different road laws passed concerning roads to mills, plantations, churches, iron works and many places of special or individual character, a number of which were simply cleared.

In 1774 a law was passed entitled "Improvements of the Principal Roads in the Counties of Anne Arundel, Baltimore and Frederick," which it was thought would foster intercourse and carriage between parts of the province distant from navigation, and whence the produce of those parts might be most conveniently exported, and a credit was authorized for sums not exceeding \$2,000, \$10,000 and \$8,000 for these counties, respectively, for straightening, widening and putting in repair a number of roads, the most important of which were the Frederick road as far as the Conococheague creek and the Reisterstown road from Baltimore to Reisterstown, where it branches off, one road going toward Pipe creek and the other to Hanover.

THE TURNPIKES

In 1787 the Legislature of Maryland made provisions for the construction of a number of roads called turnpike roads. It is interesting to note how the word turnpike has been perverted from its literal meaning by popular usage.

The common idea is that a turnpike is a road made of stone, and that the use of stone is that alone which makes it a turnpike. The common phrase "piking a road" conveys the idea of putting stones on it, whereas, in fact, there is no connection between a stone and a pike, and a road might be a turnpike without a single stone upon it.

It is the contrivance to turn travelers through gates that makes a turnpike. A turnpike, in the original meaning of the word, is a road upon which pikes or barriers were placed to turn travelers thereon through gates, to prevent them from evading the payment of toll. Hence the word turnpikes.

This was the first effort of the State of Maryland to establish a State road system. The first intention of the State was to build these pikes by convict labor, but this proved a failure, as there were not enough convicts to build the roads. Then an effort was made to assess property, but it was found that the revenue from that source would not be sufficient. In 1804 and 1805 legislation was enacted, and this had permanent results, private companies being allowed to be incorporated to take over and make a number of roads. Then it was that these different turnpikes, radiating like the spokes of a hub from Baltimore city, were constructed, namely, the Washington, Frederick, Reisterstown, Falls, York, Belair and Havre de Grace Turnpikes.

Most of these turnpikes were completed by the years 1808-1821. The Frederick pike was the most notable of any of the pikes, and also had more historical interest in the development of Maryland, as well as the Union, than any other road entering Baltimore. Early in 1807 this road was constructed as far as Hagerstown, and the remainder of the road to Conococheague was under contract.

The years 1812 and 1813 witnessed an important step in turnpike construction, which led to the development of the Far West, and a law was passed incorporating the president and directors of a number of State banks, both in the city of Baltimore and the western counties, under the name of the president, managers, and company of the Cumberland Turnpike road, for the purpose of surveying, locating and making a turnpike road from the Conococheague through Hancock to Cumberland. This was compulsory on the part of the banks, and they were assessed in proportion to their capital stock. They were permitted to name directors in the management of its affairs.

This road was completed within two years and made a connecting link from Baltimore to Cumberland, where it joined the National Road and became a part of one of the great highways of the world.

THE NATIONAL ROAD

The National Road was the first and only road of its kind ever wholly constructed by the Government of the United States. It is generally understood that the National Road extended from Baltimore to the West. It did in name only. In fact, the National Road extended only from Cumberland west, and it was this part that was built by the Federal Government.

When Congress first met after the achievement of independence and the adoption of the Federal Constitution the lack of good roads was much commented upon by our statesmen and citizens generally, and various schemes were suggested. The National Highway had been discussed at every Congress, but it was not until 1806, when Thomas Jefferson was President of the United States, that the proposition for a National Road took practical shape.

It is generally thought that to Henry Clay belonged the credit for the building of the National Road, but this seems to be an error. The records seem to prove conclusively that Mr. Gallatin, who was Secretary of the Treasury under Jefferson, was the first man who suggested the plan for building this road. While Henry Clay was not the planner of this road, he was undoubtedly its ablest and most conspicuous champion, for it is written that he begged, entreated and supplicated Congress, session after session, to grant the necessary appropriation to complete this road. He said: "I have toiled until my powers have been exhausted and prostrated to prevail on you to make the grant."

From the time this road was thrown open to the public in the year 1818 until the building of the railroads west of the Allegheny Mountains in 1852, the National Road was the one great highway over which passed the bulk of trade and travel and the mails between the East and West. Its numerous and stately stone bridges, with handsomely turned arches, its iron mile posts and its old iron gates attest the skill of the workmen engaged on its construction, and to this day remain enduring monuments of its grandeur and solidity. Many of the most illustrious statesmen and heroes of the early period of our national existence passed over this road from their homes in the Far West and Southwest to the capital and back at the opening and closing of Congress.

A great amount of travel passed over this road, for as many as 20 four-horse coaches have been counted in line at one time on the road, and large, broad-wheel wagons, covered with canvas stretched over bows loaded with merchandise and drawn by six large horses, were visible all day long at every point, and many times until late in the evening, besides innumerable caravans of horses, mules, cattle, hogs and sheep. It looked more like a leading avenue of a great city than a road through rural districts.

The road was justly renowned for the great number of its excellent inns or taverns. On the mountain division every mile had its tavern. The great majority of the taverns were called wagon stands, because their patrons were largely made up of wagoners. The taverns whereat the stage horses were kept and exchanged and stage passengers took meals were called stage houses. These were located at intervals of about 12 miles, as nearly as practicable. Whisky was the only beverage served at these stopping places. The price of a drink of whisky was three cents at the wagon stands, and five cents at the stage houses. The men who hauled their merchandise over the road were invariably called wagoners, not teamsters. There were two classes which hauled most of the merchandise; one class known as regulars, who were men who hauled regularly, and the other class known as sharpshooters—mostly farmers and others who had teams and would occasionally haul.

ERA OF THE STAGE COACH

The stage coaches which traveled over the National Road, particularly some of the mail coaches, were especially imposing. Searight describes one as follows: "On its gilded sides appeared the picture of a post boy with flying horse and horn, and beneath it in gilt letters the following inscription:

'He comes, the herald of a noisy world,
News from all nations lumbering at his back.'

No boy who ever beheld the old coach will ever forget it. The coaches were all handsomely and artistically painted and ornamented, lined inside with soft silk plush. A seat on the side of the driver was more coveted in fair weather than a seat within. The arrival of these coaches was always a source of excitement and the leading event of the day. It is the sincere belief of the old stage drivers that the stage lines of the National Road were never equaled in spirit and dash on any road, in any age or country. The chariots of the Appian Way drawn by the fastest of ancient Rome, formed a dismal cortege in comparison with the sprightly procession of stage coaches on the old American highway. The grandeur of the old mail coach is riveted forever in the memory of the pike boy. To see it ascending a long hill, increasing speed, when nearing the summit, then moving rapidly over the intervening level to the top of the next hill, and dashing down it, a driver wielding the whip and handling the reins, was a scene that will never be forgotten.

The scenes as described above took place for a period of about 34 years, when the blowing of the whistle of the first train that crossed the Allegheny Mountains sounded the death knell of what was the king of roads, stretching as it did from the Atlantic Ocean, over the Allegheny Mountains, across the Ohio river and losing itself in the great plains of the West, over which innumerable caravans of travel, trade and commerce passed, as well as emigrants of the Eastern Hemisphere, whose off-spring became the empire builders of the great West. The passing of this great work of the early road builders was viewed with sadness by the people who witnessed its rise and fall.

After the Baltimore and Ohio railroad was opened over the mountains travel ceased entirely on parts of this road, especially between Hancock and Cumberland. In passing over the section of the road in 1912, the writer was surprised to find that the road which in its palmy days had been 66 feet wide, had been reduced to a mere path by nature, closing in from both sides with bushes and trees, whose branches waved triumphantly over the handiwork of the early pioneers.

Just 100 years after the construction of this pike, progress, reasserting itself, demanded that it be reopened to a new traffic, described over 3,000 years ago by Nahum, in Chapter II, verse 4:

"The chariots (automobiles) shall rage in the streets; they shall jostle one another in the broad ways; they shall seem as torches, they shall run like the lightnings."

HOW MACADAM AND CONCRETE ROADS ARE BUILT

Macadam roads derive their name from MacAdam, who first constructed hard-surfaced roads of crushed rock. Prior to that, all hard-surfaced roads had been constructed of blocks of stone instead of crushed stone. Macadam roads are now constructed of crushed rock or stone and dust, usually eight inches in thickness after compression. The first course of macadam is composed of stone from two-inch to three-inch pieces rolled with a power roller weighing about 10 tons until it is firmly compacted, but without the addition of any filler. On the previously rolled first course, a second course composed of from one-inch to two-inch pieces is spread and rolled, and after it is compacted, a filler composed of small particles of stone from one-inch pieces down to dust is spread uniformly over the surface until the interstices in the

top course are filled. It is then successively sprinkled with water and rolled until it is firm, compact and thoroughly set up.

Before the advent of the motor car, macadam roads would withstand the traffic very well without any treatment to the surface, but with rapidly moving automobiles, the dust and fine particles of stone were swept away, and some form of surface treatment had to be used. Tars and asphalts were developed for this purpose, and are now extensively used on all types of macadam roads. When the tar or asphalt is spread on the surface, it is covered with stone chips to form a mat on the surface.

Concrete roads are composed of Portland cement, sand or crushed stone screenings, called the fine aggregate, and crushed stone or gravel, called the coarse aggregate, mixed with water to the proper consistency. The cement, fine and coarse aggregate and water are put in the mixer simultaneously and mixed for a period of about one minute, when it is deposited on the sub-grade. The batches are deposited in rapid succession, and the plastic mass is shaped to the desired cross section by means of a template. After the template is passed over the surface, the concrete is rolled with a light roller to force out the excess water if there is any, and after this the belt is passed back and forth over the surface, which makes it smooth and even. The action of the cement in setting, that is, changing from the plastic to the hard stage, is chemical, and moisture must be present to permit of the proper chemical action. It is necessary, therefore, that the surface be not permitted to dry out too rapidly, and to this end, the concrete, after being deposited, is protected from the rays of the sun by spreading over it paper or canvas, and after the surface has set sufficiently hard to bear a light weight, it is covered with earth about an inch in thickness and sprinkled sufficiently often to keep it always moist. Despite the fact that after 24 hours, concrete seems to have set hard, the chemical action continues for a period of 20 days. A concrete road, therefore, is kept moist for a period of about 18 days, when it is permitted to dry out for two or three days when it is open to traffic.

The change in traffic within the last few years from horse-drawn to motor-driven has rendered the macadam road obsolete, unless the surface is treated with a tar or asphalt to prevent the blowing away of the fine material. The expense of this treatment, which has to be given the roads at least once in two years, and on heavily traveled roads once a year, makes the maintenance on this type of road very expensive. Concrete roads are not much more expensive to construct than macadam and their life is a great deal longer, and the maintenance a great deal less. A macadam road, when surface treated, is much more resilient than concrete and is easier on horse-drawn traffic during the summer, but during the winter, the surface is so slippery that it is unsafe for horse-drawn traffic. The concrete road, in this respect, is easier, even on horse-drawn traffic. The macadam roads which are already constructed, must, of course, be maintained, but the superiority of concrete over macadam is so marked as to leave no longer a question as to which is the better type of road.

ROAD CONSTRUCTION IN FRANCE

The first roads constructed in France were, of course, the Roman roads, and they remained in use for centuries after the fall of the Roman Empire. From time to time, efforts were made to enlarge and improve the system

which was left in France by the Romans, but nothing very definite was done until Napoleon began his conquests, when he rebuilt many of the roads still remaining and constructed new roads to suit his military operations. From that time on France continued to build roads until practically every highway in that country was constructed of hard material.

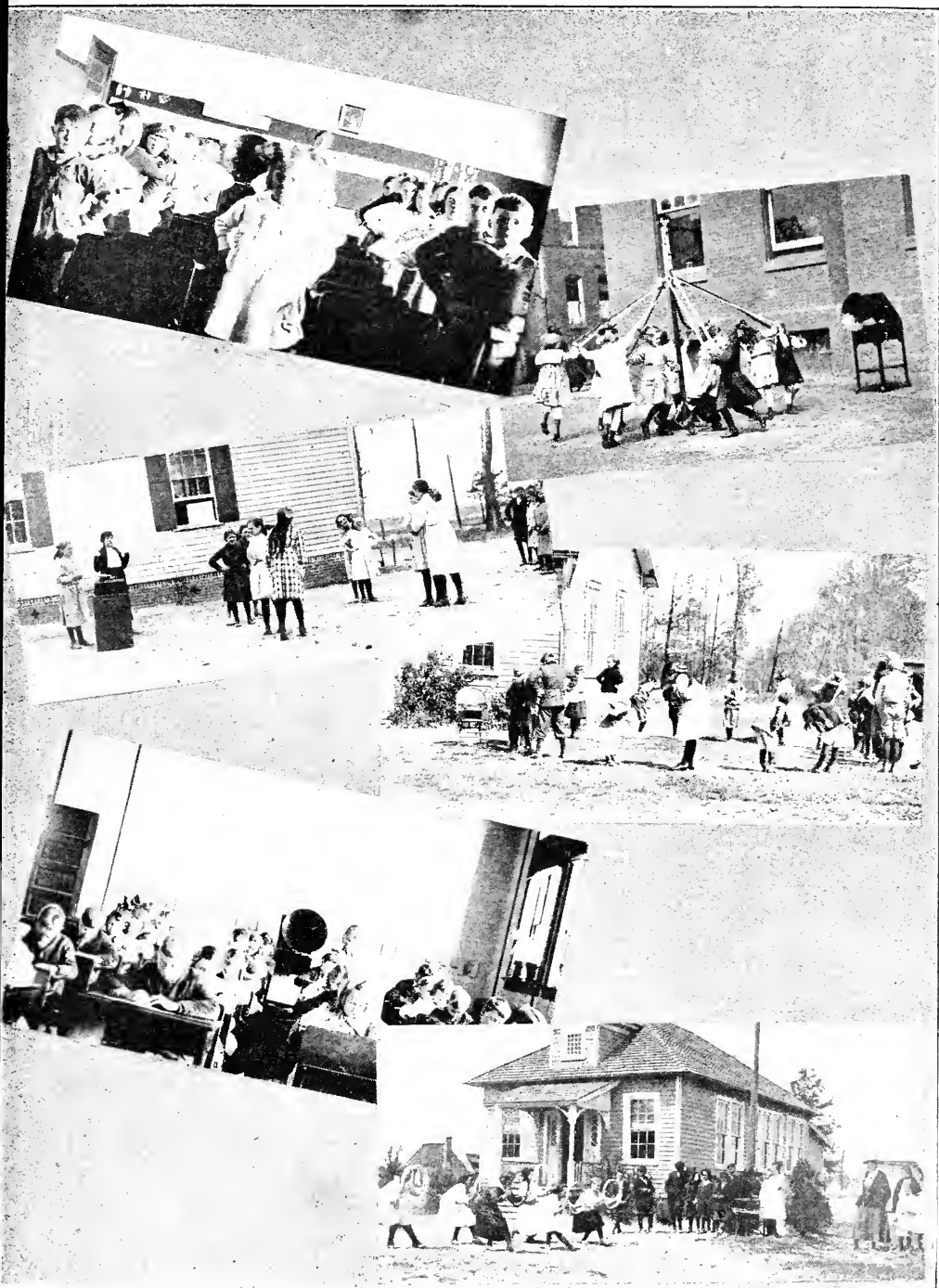
The French roads are built of what is known as water-bound macadam, the stone used being limestone of a very good quality, and the macadam portion is from 10 to 18 feet wide. They have earth shoulders about five feet in width, but they are built differently from the shoulders of our highways, as the edge of the earth against the stone is about two inches higher than the stone at that point. The shoulders have outlets cut through them at intervals of about every twenty-five feet and these small tranches are generally one foot wide. This causes the surface water to run along the edge of the stone for a short distance and is then carried off, instead of running off as soon as it reaches the edge of the macadam. These small trenches cause a great amount of bumping if a vehicle is compelled to go off the stone surface for any distance.

The right of way, in most cases, is about 40 feet wide, and along practically every road there is a row of trees on each side, at the outside edge of the shoulders. In some instances, there are two rows of trees on each side of the road, one row along the outside edge of the shoulder and one along the top of the cut or the bottom of the fill, where there is a cut or fill.

Apparently, the French roads were rolled into place, but they are maintained without a roller, and they are kept in repair by patrolmen who have certain sections under their jurisdiction. The rock is hauled direct from the quarry to the side of the road, without being crushed, and the patrolmen break the stone in sizes to suit the character of the maintenance work which they have to do. The patrolmen deposit the stone in the places where it is needed and tamp it in.

In the past, the French roads were known as the best modern roads in the world, but upon the return of a number of this Commission's engineers from France, the writer has talked with them as to the method and character of the construction of French roads and has been informed that, while the roads are well constructed, they do not compare with our best built roads. They save no bituminous or oil topping, as they are never oiled, oil for road purposes being unknown in France. As a result, the roads are very dusty. They rutted badly under the heavy war traffic and have a great many loose and raveled stones.

Prior to the great war, the French roads carried very little automobile traffic. The roads in the rural districts of Maryland have more automobile traffic than the French roads around Paris. Before the war there was no truck traffic on the French roads, all hauling being done by slow-moving carts, and during the war, when the trucks were pressed into service to carry men and materials to the front, all the roads which were used for military purposes were practically ruined. They were, however, kept in condition for truck traffic by daily applying broken stone to the surface and allowing it to be rolled into place by the traffic which passed over it. In one section of France it is reported that 12,000 men did nothing but apply stone to the worn places.



THE UBIQUITOUS VICTROLA.

REQUIREMENTS FOR ONE- OR TWO-ROOM **STANDARD SCHOOL** STATE OF MARYLAND

GROUNDS

1. To be clean and well kept, with some shrubbery and trees. ☐
2. Playground of at least one half acre. ☐
3. Games provided for (baseball, basketball, soccer, etc.). ☐
4. At least three features of play apparatus. ☐

BUILDINGS

1. School house ceiled or plastered, tight floors, no leaks, painted outside, painted inside—ceiling of lighter hue, good doors with locks and keys, cloak-room or metal lockers. ☐
2. Fuel house convenient and in good condition. ☐
3. Two separate sanitary closets after plans of State Board of Health; or two good ones to be sanitary at all times and free from marks. ☐

LIGHTING

1. Windows one fifth of floor space; one sixth will be accepted in buildings that meet all other requirements. ☐
2. Windows on left, or on left and rear of pupils. ☐
3. No windows in front of pupils. ☐

HEATING AND VENTILATING

1. Jacketed ventilating stove; or building comfortably heated by ordinary stove, same being inclosed in part by shield or jacket of galvanized iron; or basement furnace. ☐
2. Window boards or some other approved method of ventilating. ☐
3. Thermometer suspended in center of room. ☐

LIBRARY AND SUPPLIES

1. Library of at least 50 books per room, selected from list approved by State Board of Education, and adapted to the grades taught in the room. ☐
2. Unabridged dictionary. ☐
3. Set, at least four, of wall maps, and map of Maryland. ☐
4. Globe, 12-inch suspended preferred ☐
5. Primary materials of instruction, value \$5; pair of scales; set of liquid, dry, and linear measures. ☐

EQUIPMENT

1. Patent desks of at least three sizes, properly arranged. ☐
2. Teacher's desk, substantial, large enough for books and records, fitted with locks; teacher's chair. ☐
3. Slate, wood-pulp or composition blackboard, at least 20 lineal feet per room, chalk rail not over 30 inches from floor. ☐
4. Display board covered with dark green or brown burlap or denim. ☐
5. Window shades in good condition. ☐
6. One new standard picture, framed, unless three are already in the room, to be selected from a list approved by the State Board of Education. ☐
7. Piano, organ, or Victrola, in good condition, with at least 12 approved records. ☐
8. Waste basket. ☐
9. Sanitary drinking fountain, or covered water jar with faucet and individual drinking cups properly protected; waste receptacle. ☐
10. Flag, flying on all school days. ☐
11. Artificial light adequate to light all parts of room. ☐

THE TEACHER

1. Teachers with first-class certificates. ☐
2. Daily program posted. ☐
3. Full, neat, and accurate school register. ☐
4. Teacher to live in the community during the week, and also be there at least some of the Saturdays and Sundays. ☐
5. Must supervise the playground, maintain order at all times, take at least one educational journal, and be a member of the State Teachers' Reading Circle. ☐

COMMUNITY ACTIVITIES

1. Community Council or similar organization, making annual report. ☐
2. Boys' Club and Girls' Club, each making annual report. ☐
3. Participation of school in county field day or county school fair. ☐

As soon as the school meets any requirement it should be checked in the space following the specifications.

When all the requirements are fulfilled, a suitable certificate will be awarded by the State Board of Education.

ADOPTED BY THE STATE BOARD OF EDUCATION, MARCH 20, 1919

A BRIEF HISTORICAL SURVEY OF MARYLAND'S STATE ROAD SYSTEM

The first roads in Maryland which could be called improved roads were the old turnpikes scattered throughout the State, which were started about 1785 and completed about 1810, the most notable of these being the Frederick Pike, the Washington Pike, the Hanover-Reisterstown-Westminster Pike, the York Pike, the Belair Pike and the Harford Pike. They were originally intended for State roads, but they were turned over to private corporations in about 1804, permission being granted said corporations to charge toll. They carried all the commerce and travel going to and coming from Baltimore until the Baltimore and Ohio Railroad was built in 1835 and other railroads were constructed along in the fifties, and they remained toll roads until within the last ten years.

Credit must be given to William Woolsey, of Harford county, as the first individual who bequeathed money for the building of a road. His will was dated December 17, 1888, and he left \$55,000 for the purpose, the money to be matched by Harford county, authority being given the county to do so by the Legislature in Chapter 43 of the Acts of 1890. The road which was constructed out of this money was known as the Woolsey Road, between Churchville and Earleton, and it was the first public road in Maryland to be built under the supervision of an engineer, and the first one upon which a steam roller was used.

The first definite effort leading to a connected system of highways, which eventually resulted in the formation of a State road system, was accomplished when the Legislature passed an act in 1898, creating the Highway Division of the Maryland Geological Survey, whose duty it was to study conditions of road building in the various counties and assist the County Commissioners in this way. The Maryland Geological Survey prepared the plans and specifications for the Woolsey road, above mentioned, and other minor roads throughout the State.

The General Assembly of 1904 passed the State Aid Law known as the Shoemaker Act. This law provided that the cost of a road should be divided equally between the State and the counties, but it properly reserved to the Maryland Geological Survey the preparation of the plans and specifications for the work. This act provided for \$200,000 annually to meet the State's share of the outlay.

The results secured under the State Aid Act led to a demand for a road from Baltimore to Washington to be built by the Geological Survey at the expense of the State alone, and an Act was passed in 1906 appropriating \$90,000 for this purpose, to which the General Assembly of 1908 added \$150,000, together with an additional \$24,000 to pay for the approach to Baltimore, making a total of \$264,000. This was the first road built by the State alone in our State road system of today.

The State Roads Commission was created at the suggestion of the late Governor Crothers by the General Assembly of 1908, when provision was made for the construction of a State road system through the issue of a State loan of \$5,000,000. Enlarged powers were given to the Commission by the General Assembly in 1910, which provided an additional loan of \$1,000,000 for certain specified objects.

In 1908 the highway work carried on by the Maryland Geological Survey was transferred to the State Roads Commission and since that time all State and State Aid road work has been done under the direction of the State Roads Commission.

Two members of the first State Roads Commission, who were members of the Maryland Geological Survey, served without pay, but in 1914 the Legislature passed a law removing them from the Commission and providing for the appointment of two paid members in their places.

To the late Governor Crothers must be given the credit for the conception and establishment of the State road system of Maryland, which connects every part of the State. Governor Crothers' original idea was to connect the county seats of the various counties with the City of Baltimore in the most direct route possible, which has been done. Many lateral and other roads have been built, and it is believed that, in time, the roads will be extended until they cover every part of the State.

HOW MARYLAND HAS FINANCED ITS STATE ROAD SYSTEM

Maryland has financed its State road system by issuing bonds of the serial plan, a certain percentage of them maturing each year, and all being retired by the end of 15 years. The retirement of these bonds within that period is made necessary because there is a law in Maryland which will not permit the State to issue bonds for a period longer than 15 years.

THE STATE'S INVESTMENT		
Years.	In Roads.	In Schools.
1908 }		\$1,415,351.25
1909 {		1,468,944.18
1910 {	\$4,000,495.12	1,523,024.41
1911 }		1,342,260.01
1912	1,390,873.55	1,559,852.06
1913	2,338,454.16	1,648,019.58
1914	4,409,109.74	1,675,200.67
1915	3,512,306.00	1,594,618.55
1916	2,087,801.96	1,977,632.55
1917	2,677,761.76	1,667,818.75
1918	2,470,416.08	1,915,997.68
Totals	\$22,887,218.37	\$17,788,719.69

ARBOR DAY

(DATE DESIGNATED BY THE GOVERNOR; USUALLY FIRST OR SECOND
FRIDAY IN APRIL)

To the Teachers of Maryland:

The anniversary of Arbor Day, like much else that we know, has not emerged from the past few years entirely unchanged. Events such as have characterized recent years have tended to eliminate the trivial, and emphasize things which should last. Men's minds have been full while their hands were busy, and nearly everything has had to justify itself, or be discarded.

The Arbor Day of forty years ago, and Nebraska, is gone. It served its purpose, and whether all school houses are at last tree-shaded, or people have tired of a half-day of exercises and a year of forgetfulness, it now appears that the scope of the day has broadened beyond belief, and its aims and purposes have carried far. It was never intended to reforest a land with trees on a single day in the year, whether that land needed it or not. It was instead set apart as a day of beginnings, when people who did not know might learn; of the necessity of trees, great forests of them; of the long time it took to grow them, but the little while required for their removal, and the loss and destruction which often followed. Then the whole thing was clinched with planting a tree where it would seem to do the most good.

That was excellent, much better than nothing. But in place of a small, weak tree, planted with singing and forgotten with despatch, today you hear of an acre of trees, a Memorial Grove, or a mile of Oaks set out in recollection of those who went to war and cannot return. It is a good custom, an honor to them and a credit to us.

And what is better to keep such things before us than the sturdy, upright trunks of trees? Their greenery, typifies life, their rugged bodies strength, and it is good to see them. Let the new Arbor Day share with Memorial Day. Its possibilities are many, of added importance, and fuller significance.

The Maryland Forestry Association and the State Board of Forestry both offer aid to Maryland schools in planning, planting, caring for their trees. More, the Board of Forestry will give you all the trees that you will plant for Arbor Day; and it will tell you how to do it. Plant Memorial Trees for your schools. As the trees are set in the ground, good seed take root in the consciousness of the children. The lesson of one day becomes the opportunity of many.

Very sincerely,
(Signed) F. W. BESLEY,
State Forester.

A PROGRAM FOR THE OBSERVANCE OF ARBOR DAY IN MARYLAND

PREPARED EXPRESSLY BY THE MARYLAND STATE BOARD OF FORESTRY FOR
USE IN THE YEAR BOOK OF 1919-1920

PROGRAM

Recitation—"An Arbor Day Tree".....	A Pupil
Reading—"The Governor's Proclamation".....	The Teacher
Recitation—"The Hymn of the Pine".....	A Pupil
Exercise—"The Language".....	Eight Boys
Declamation—"Memorials That Live".....	A Pupil
Recitation—"Trees"	A Pupil

Arbor Day Address

Recitation—"The Trees".....	A Pupil
Recitation—"The Falling of the Burrs".....	A Pupil
Reading—"Forests and War".....	The Teacher
Recitation—"The Blossoms on the Trees".....	A Pupil
Exercise—"How the Leaves Came Down".....	Six Girls
Recitation—"Whispers".....	A Pupil
Planting the tree.....	The School

Music as desired.

AN ARBOR DAY TREE

Dear little tree that we plant today,
What will you be when we're old and gray?
"The savings-bank of the squirrel and mouse,
For the robin and wren an apartment house.
The dressing-room of the butterfly's ball,
The locust's and katydid's concert hall.
The schoolboy's ladder in pleasant June,
The schoolgirl's tent in the July noon.
And my leaves shall whisper them merrily
A tale of the children who planted me."

—ANON.

THE HYMN OF THE PINE

A somber sentinel I stand
Upon the mountain high;
Below my feet outspreads the land,
Above my head, the sky.

I watch the seasons come and go,
I see the flowers uplift
Their tender heads beside the snow
That lies in lingering drift.

I bare my brow to summer's sun
That parches meadows green,
And dries the rivulets that run
Like silver threads between.

I joy in autumn gales that bear
Sweet scents in crimson morn;
From garden and from vineyards fair,
And fields of sickled corn.

I brave the blasts that sting and slay,
And laugh though loud they roar;
From dawning until dying day,
Like hounds about my door.

I mark the year like surges roll
Along the starry skies;
Beyond whose dark cerulean scroll
Men rear their paradise.

I praise no monarch's puny power
That on the earth has trod;
But raise my deep voice hour by hour
In anthems unto God.

—CLINTON SCOLLARD.

TREE LANGUAGE

(For eight boys.)

- All.* Come, tell me of thy favorite tree,
The one thou lovest with thy soul;
And I will read thy heart for thee,
As if it were an open scroll;
For knowing this I know the whole.
- First.* Our fathers loved the stately elm,
Which like a tower its head uprears.
Fit type of those who held the helm
Amid the storms of early years,
Sedate, unmoved by idle fears.
- Second.* Is Norway's rugged pine thy tree,
Or Ceylon's teak, or England's oak?
Thou lovest war, an angry sea;
Thy spirit brave has ne'er been broke
And thou would'st die 'neath slavery's yoke.
- Third.* Or lov'st thou by the setting sun
The redwood with its giant mast,
The cedar's hoar of Lebanon?
Thy life is in the golden past
A love for ancient things thou hast.
- Fourth.* And if the laurel and the bay
Have charms above all other trees,
The graceful birches robed in gray,
The aspen quaking in the breeze,—
Thy poet's soul rare beauty sees.

- Fifth.* Perchance the willow is thy tree,
The cypress with its robes of gloom,
The olive of Gethsemane—
Oh, thou hast toyed with Fate's sad loom,
Or thou hast bended o'er a tomb.
- Sixth.* Is it the tropic tamarisk,
The palm, the citron or the plane,
The orange with its golden disk?
The hot blood throbs in every vein,
Thy home should be in dreamy Spain.
- Seventh.* It may be that thy spirit roves
Amid acanthus o'er the sea,
Or in the Attic ilex groves—
Thy dreams are of the Cyclades
Of Plato and of Socrates.
- Eighth.* And shall I now my tree reveal?
I love the hemlock's shaggy bole,
His robe of gloom, his limbs of steel,
His form uncouth on Maine's wild shoal,—
Now who from this can read my soul?

—FRED LEWIS PATTEE.

MEMORIALS THAT LIVE

(Declamation.)

The War has come and gone; many who entered it will not come back. Town squares and sacred plots are filled with reminders in metal and stone of those who were lost in other wars. In this, as before, men with everything for which to hope, all things to anticipate, died gladly that others might live. They went cheerfully, and, when the time came, passed over with a smile. We remember them as they were, young, full of life, brightening and making happier the places where they dwelt.

They are not forgotten, and they cannot be, by us. But it is for those who follow that we wish to plan some good thing which will enable the spirit and the sacrifice of these men to go on living after them. Granite and bronze are cold, inanimate. They speak sadly of the past, and now we would rather look to the future. And it is here we find the one memorial that lives—the Tree.

Writing one day early this year to some one who was interested, Thomas R. Marshall, Vice-President of the United States, put the thing eloquently: "I am unable to say who was the author of the fine idea of planting trees in honor of the boys who answered their country's call for service in the war which we have waged against German autocracy. Whoever it was, in due season he will deserve a memorial at the hands of his countrymen. The idea appeals to me far more than storied urn or animated bust. It embodies a living thing representative of a vital sentiment of the American people and I hope it is going to be universally popular in America. When the trees shall grow large enough, a fitting plate can be attached to each one of them, bearing

the names of the soldiers. May Heaven send sunshine and showers upon these trees so that they may live to distant ages,—vital reminders to the youth of every generation of what America has done, and great incentives to the doing of the fine things for which the Republic has been so remarkably conspicuous."

Nearly every American school has had, among its pupils of years ago, boys who will not return from France. Service flags carry their stars, and the names stand resplendent on a roll of honor. But the flags will come down and the honor rolls fade. What we want is a reminder which, while the years go by, will grow always finer and larger, as the recollection of these self-forgetful services increases and grows dearer in the light of recollection and the after-glow of history.

The Tree gives us all. Its greenness, if it fades, returns again, and fairer; its strength must always make a pleasant thing to contemplate; we delight in its shade; and each year finds its growing form taking fresh hold upon our minds and affections, even as its roots reach down firmly to anchor underneath the ground. One tree, as a memorial, is good; a row of them, along the street, passing the school, is better; large schools will find in groves a chance to build tall monuments to which the march of years can only add fresh life and beauty.

Many cities and towns in America have already Memorial trees. The plan has official endorsements, no end. More, it has the approval of ourselves.

TREES

I think that I shall never see
A poem lovely as a tree.
A tree whose hungry mouth is prest
Against the earth's sweet flowing breast;
A tree that looks at God all day,
And lifts her leafy arms to pray;
A tree that may in Summer wear
A nest of robins in her hair;
Upon whose bosom snow has lain;
Who intimately lives with rain.
Poems are made by fools like me,
But only God can make a tree.

—JOYCE KILMER.

THE TREES

Of all of nature's children in the schoolroom of the plants,
The most studious and faithful are the trees;
For they stand in quiet order, just wherever they are placed,
While they bow before the ringing of the breeze.

See them raise their arms together, hear them gently turn their leaves;
They perfect themselves in every branch and line.
At the opening of the school year they are fresh and green indeed,
But they graduate with brilliancy divine.

—WILDIE THAYER.

THE FALLING OF THE BURRS

When russet-robed Autumn reigns around,
A tender chord within my memory stirs;
Hearing soft music on the leaf-strewn ground,
The rhythmic falling of the chestnut burrs.

To me it means blue-skied, unfettered hours
On Tuscan slopes above the figs and vines;
Below, red roofs and dazzling domes and towers,
Beyond, in violet haze, the Apenines.

The Cypresses in solemn conclave stand,
Mourning the past with weird monotony;
A golden serpent severing the land,
Writhes Ayno by toward Pisa and the sea.

The lizards bask as indolent as I,
In spaces where the unshattered sunbeams fall;
A tardy vintager goes stumbling by,
Lilting a ditty, gaily bacchanal.

Such is the idyl-peaceful, dreamful, fair—
Its only sober spot the somber firs,
Conjured by Autumn from the drowsy air
With the down-dropping of the chestnut burrs.

—CLINTON SCOLLARD.

FORESTS AND WAR

(Reading—The Teacher.)

In the country of the French, stretching along between Soissons and Laon, is an area more desolate than America has ever seen. The hand of Nature falls heavily at times, but no destruction can be so complete, and quick and hideous as that wrought by man. And it is in this section of a once fertile place that man, and war, have been.

For many kilometers shell-holes are so near each other that the edge of one touches the crater of the other. Houses of yesterday are heaps today, and once great roadways are muddy streaks of earth. Yet all this might be so, and still let the land smile a little. Yes, but here all life is dead, and there is the difference. The grasses and flowers are burned and sear; rich crops are ruined; the trees are gone from the roadways, and the forests no longer exist.

What removed them, these acres of forest, and long, upstanding lines of splendid trees? War. Were they merely wasted or were they of at least a little good?

Regiments of men and lines of motor lorries passed along all night, sometimes even a little by day, on the torn-up, hard-used roads of re-enforcement and supply that led, from far back, to the front. Their movements were shielded by patches of cloth, branches of trees, reeds, hay and bundles of straw fastened side by side, and running from one tree trunk to another. The road screens covered a large part of France, and practically always they were

supported by the poplars that everywhere lined the high-roads and canals. In places you might see a little platform toward the top of some very high tree. It is for observation, frequently for enemy movements, often to direct our artillery in firing where it will do the greatest good. In the middle of the field, where no men go, is an odd-appearing tree-stump. It is hollow, with a small opening in the front. This is not apparent, for it is small. Inside, from the opening downward, is a tube of unusual appearance. At the lower end a man's eye is closely glued. He is watching for the enemy from an advanced portion of the trenches. This instrument is a periscope, the old tree stump is not much more than two weeks old, being imitation.

Trees and things that look like trees have divers uses to the camouflage men, where all is make-believe. For road screens and observations they were constantly demanded. Fighting was even done from them with sharpshooters or machine-gun crews well hidden among the limbs. Branches were often stripped away and used to effectually conceal the muzzles and bases of great guns, planted in holes, with a canopy of greenery above. Great armies moved about, unseen, in the quiet dark depths of the forest. Shells searched these places sometimes; tops were shattered and great trunks split.

Uses that were not so odd, though taking much more toll of the forest, were the huge demands for fuel during all the year. In winter for heat, and all the time for cooking, there was constant need of the French wood cut by Americans. Barracks in France, of wood, grew up over night, and many preferred their lightness, airiness, and pungent freshness to the old time hovels of stone that generation of French had used. French forests, in places, were completely destroyed by the enemy, as well as entirely exhausted by themselves. English woodlands were drained, Italian holdings were much diminished, and even the natural resources of America suffered. For hundreds of necessities we looked to the forest—for stocks of the guns, powder to fire them off, and so on in bewildering variety to integral parts of the ships that carried men across and brought them home.

Forests in this war past have played a part never seen before. Unfortunately, they are not notoriously neutral. No one can prevent the enemy from drawing equal aid and comfort from their accumulated stores.

The present is bad, and the future must be faced. Not since their Revolution and subsequent wars have the French forests been so widely destroyed, and to so little purpose. In France, as in Belgium, Italy, England, there is need of planting as never before. Great roads must be lined with shade trees, and lands set out to forest crops. They look to us for much of the seed and many of the little trees; and they require again, as in the past, a share of our greater natural resources in wood, and lumber, and pulp, and timbers. Europe must be replanted, and rebuilt. We have a share to do.

THE BLOSSOMS ON THE TREES

Blossoms, crimson, white or blue,
Purple, pink and every hue,
From sunny skies, to tintings drowned
In dusky drops of dew.
I praise you all, wherever found,

And love you through and through;
 But, Blossoms on the Trees,
 With your breath upon the breeze,
 There's nothing all the world around
 As half as sweet as you!

Could the rhymer only wring
 All the sweetness to the lees
 Of all the kisses clustering
 In juicy Used-to-bes.
 To dip his rhymes therein and sing
 To the blossoms on the trees,—
 "O Blossoms on the Trees,"
 He would twitter, trill and coo,
 "However sweet, such songs as these
 Are not so sweet as you:—
 For you are showering melodies
 The eyes may listen to!"

—JAMES WHITCOMB RILEY.

HOW THE LEAVES CAME DOWN

(For Six Girls.)

- First.* I'll tell you how the leaves came down,
 The great tree to his children said:
 "You're getting sleepy, Yellow and Brown,
 Yes, very sleepy, little Red."
- Second.* "Ah!" begged each silly pouting leaf,
 "Let us a little longer stay.
 Dear Father Tree, behold our grief;
 'Tis such a very pleasant day,
 We do not want to go away."
- Third.* So just for one more merry day
 To the great tree the leaflets clung,
 Frolicked and danced and had their way,
 Upon the autumn breezes swung,
 Whispering, all their sports among.
- Fourth.* "Perhaps the great tree will forget,
 And let us stay until the spring,
 If we beg, and coax, and fret."
 But the great tree did no such thing;
 He smiled to hear them whispering.
- Fifth.* "Come, children, all to bed," he said,—
 And ere the leaves could urge their prayer,
 He shook his head, and far and wide,
 Fluttering and rustling everywhere,
 Down sped the leaflets through the air.

Sixth. I saw them on the ground, they lay,
Golden and red, a huddled swarm,
Waiting till one from far away,
White bedclothes heaped upon her arm
Should come to wrap them safe and warm.

All. The great bare tree looked down and smiled,
"Good-night, dear little leaves," he said;
And from the ground, each sleepy child
Replied, "good-night," and murmured,
"It is so nice to go to bed."

—SUSAN COOLIDGE.

WHISPERS

Whenever I go up or down
Along the roadway into town,
I hear a busy whispering there
Among the trees high up in air.

It's clear to one who's not a fool
That trees have never been to school;
And if you ask me why I know—
It is because they whisper so!

—CLINTON SCOLLARD.

GOOD BOOKS ON TREES, FORESTS, AND FORESTRY

- "The Training of a Forester," Pinchot; J. B. Lippincott Co.
"The Story of the Forest," Dorrance; American Book Company.
"History of Forestry," Fernow; University Press, Toronto.
"The Forests of Maryland," State Board of Forestry, Baltimore.

THE MISSION OF FREEDOM

A Patriotic Pageant

This pageant, which has been adapted to the needs of our Maryland schools, was written by Miss Angelina W. Wray, New Brunswick, N. J., and originally appeared in the February, 1919, number of *The Popular Educator*, published by The Popular Educator Company, Boston, Mass., with whose permission it is reprinted in this issue of the Year Book. It will be found extremely flexible in presentation, leading itself readily either to omissions, or to additions of local interest. The cut accompanying the text was made from actual photographs taken of a very successful rendition of this pageant given by the Centreville Grammar School in June, 1919, a program of which presentation follows the text.

The pageant is suitable for presentation at any time of the school year, and is particularly adapted to patriotic occasions or anniversaries. If presented in accordance with the simple directions given, it is extremely beautiful and impressive.

DIRECTIONS.

In assigning the parts, be sure that *America* and *The Spirit of Freedom* are girls who carry themselves with grace and dignity—otherwise the entire effect will be lost.

The throne upon which these two principal characters stand while viewing the various scenes presented should be substantially built. It should have three broad steps and should be entirely covered with white or dark green.

If given indoors, the pageant may show as background a large American flag; a curtain representing a woodland scene is also suitable. If given outdoors, any background of trees or shrubbery is effective.

COSTUMES.

Spirit of Freedom.—Flowing white robe of Grecian design outlined by gold; white slippers and a crown.

America.—White robe of cheese-cloth; crown of red, white and blue; carries a large flag.

A Pilgrim Girl.—Black dress, collar, cuffs, cap, and apron of white material.

An Indian Girl.—Complete Indian costume.

Revolutionary Lads.—Costumed in blue and buff paper cambric suits; old soft hats, which were reshaped.

Swedish Dancers.—Skirts of gay striped material; the bodices of black paper cambric worn over full white chemisette; caps of pleated white material.

Grecian Dancers.—Grecian costume of white cheese-cloth; head bands and slippers.

Danish Dancers.—Full cap; tight dark laced bodices of paper cambric with full light skirts; aprons.

Norwegian Dancers.—Scarlet bodices, and skirts with several rows of narrow black paper cambric; white caps with scarlet tassels; short white aprons with broad rows of paper cambric.

French Dancers.—White dresses with overskirts of French blue paper cambric; scarf of the same color; they wear a wreath of white daisies.

Blue and Gray Lads.—Blue and gray paper cambric costumes suitable to the Civil War period.

Allies.—America, Italy, England, France: Robes of white, each bearing national flag.

Lads in Khaki and Girls in Red Cross Uniforms.—Khaki suits, caps, and puttees.

Red Cross Girls.—White skirts, middy blouses and Red Cross caps.

The costumes were purchased and made by the parents, and ranged in price from eighty cents to one dollar.

THE MISSION OF FREEDOM—A PATRIOTIC PAGEANT

PROLOGUE

(Spoken by the Spirit of Freedom, who enters slowly and takes position at front center of stage.)

Friends of our country, as ye enter here
I bid you hearty welcome, glad and clear.
Spirit of Liberty am I. I speak.
And strength and comfort come to poor and weak.
Today I summon from the years gone by
Scenes that have vanished but can never die.
I bid them come, a thronging band,
Here in this fair and favored land.
America! stand forth, and let us see
What you have wrought for Liberty!

(Spirit of Freedom steps to side front, as the sound of a bugle is heard. America enters and bows gracefully to Freedom, who returns the salutation.)

America

I come, fair Liberty, with joy to show
The great achievements of my past. They glow
Against the background of a world of night
Like brilliant planets in the sky alight.
When all humanity seemed merged in gloom,
Democracy and justice here found room.
With reverent hands I roll Time's curtain high,
To let you ponder on the days gone by.
The throne is waiting. From that vantage view
The changing scenes I now unfold for you.

First, you shall see a simple scene,
A quiet spot amid a woodland green,
And there a gentle Pilgrim maid,
Demure, and sweet, and unafraid,
Shall spin her daily "stint," and sing

An ancient hymn to God, her King,
Till some shy Indian maid shall long
To understand both work and song.
*Religious freedom—power to love and praise,
The Pilgrims won for us in early days.*

(Spirit of Freedom and America take places on the throne in the background and the First Episode is presented.)

FIRST EPISODE—RELIGIOUS FREEDOM

A Pilgrim girl carries her spinning-wheel into the woodland. She begins to spin, singing as she does so, "O God, Our Hope in Ages Past." An Indian girl, attracted by the music, steals out of the shadows and comes nearer. The Pilgrim maid smiles in a friendly way, then teaches the little Indian to spin. The stranger claps her hands and dances an Indian dance to indicate her joy and pride. She then, in pantomime, begs to be taught the hymn. Line by line the Pilgrim maid teaches to her the first stanza and the episode ends as they unite in singing the stanza together,

SECOND EPISODE—POLITICAL FREEDOM

America

And now, dear Liberty, the scene I shift.
Long years have vanished, and again I lift
The curtain dim. Now let your eager gaze
Recall old Revolutionary days.
New Jersey troops, in gallant buff and blue
Were ever loyal, brave and true—
Freedom political we owe
To those brave heroes of the long ago.

(A stirring scene follows. Boys in costume march and drill. Music of "Yankee Doodle" is interspersed with other martial airs, bugle calls, etc. Finally all group themselves around the leader, who carries a banner bearing but thirteen stars. This color-bearer then recites.)

Color-Bearer

Comrades at arms, all hail! *(All salute)*
Behold this flag so fair,
This new, brave flag so proudly flung
Upon the wond'ring air!
Now, Maryland troops, salute
This banner fair and free,
For you have borne a gallant part
In winning liberty.
Long as the world shall last,
While changing centuries roll,
The Maryland Line shall ever shine
Upon Fame's deathless scroll!
Live bravely, as you fought
On each grim battlefield,
And ever, to this fair new flag
Your full allegiance yield!

All (Saluting)

We salute this new flag of our new nation.
Banner of Washington, we hail thee here!
O God of nations, guard the banner bright,
And shield the loyal hearts that hold it dear
Hip, hip, hurrah!
Hip, hip, hurrah!
Hip, hip, hurrah! Maryland! Maryland! Maryland!
Hip, hip, hurrah!
Hip, hip, hurrah!
Hip, hip, hurrah! America! America! America!

(The boys march away to the same martial strain and the curtain falls.)

EPISODE THREE—THE NATIONS SEEKING AMERICA

America

Again, dear Liberty, the scene I change.
 Quaint groups shall enter, clad in garments strange.
 All around the world the news of freedom ran.
 Bringing new hope to woman, child and man.
 The Old World peasants hearing freedom's fame,
 From Norway and from Denmark came,
 From Sweden, France and sunny Spain,
 From countless lands beyond the swelling main.
 Here in your presence some shall stand,
 Dance the gay dances of their native land,
 Pledge their allegiance both to you and me,
 And prove the joy of being free.

(Each group that enters wears the costume of the country represented. Each in turn goes through one or more of the national folk dances, then forms a pretty tableau, after which its spokesman steps forward and gives the recitation that is suggested. The entire group then pledges allegiance to America and to Freedom and marches from the platform while another group enters.)

From a land of the North we come.
 From Sweden, where cold winds blow.
 But strong, staunch hearts beat firm and true
 Where her sturdy forests grow.
 We bring from that northern land
 A patience that will not fail.
 We bring deep faith in the God of Hosts,
 And courage that will not quail.
 We have heard your ringing call;
 With gladness we come to you,
 And ever we'll prove our loyalty
 To the Red and White and Blue.

All We pledge allegiance to you, America, and through you, to Freedom. Hail!
 thrice hail!

We come from a land that is old in story,
 We come from a land that is rich in glory,
 From Greece! fair Greece!
 We bring you songs that shall aye go singing.
 We bring you tales that with music ringing
 Shall never cease.
 We bring you the thrill of heroic dreaming.
 The stir, and the glow, and the splendor gleaming
 From vanished days.
 Into the new world, out of the olden,
 We bring the flash of the vision golden
 To shine always.

Gladly we come, for we heard you calling,
 Deep in our hearts rang your hope enthralling,
 So glad and free.
 Here will we pledge our allegiance loyal.
 To you, America, truly royal,
 We bow the knee.

All We pledge allegiance to you, America, and through you, to Freedom. Hail!
 thrice hail!

To this country of plenty and freedom,
 Whose broad wheat-fields ripple with grain,
 While its green meadows gleam in the sunshine,
 We come, from the land of the Dane.
 O, meagre and small is our homeland,
 And strong hands must labor full long

To earn scanty bread for the hungry,
 Yet we sweeten our toil with a song.
 We bring to you cheerful contentment,
 The will and the courage to work,
 For Denmark, the land of our fathers,
 Was never the land of the shirk.
 With wonder and joy at your bounty,
 With hearts that are steadfast and gay,
 We give you our fullest devotion,
 To you our allegiance we pay.

All We pledge allegiance to you, America, and through you to Freedom. Hail!
 thrice hail!

Far away in the land of the midnight sun,
 The land of the Vikings bold,
 Our brave Norse heroes sweep the sea
 Though the winter winds blow cold.
 They have heard of your country of fairer skies,
 This land where the days are long;
 And the tales they told of your wider realm
 Set our pulses beating strong.
 We have brought from our home in that distant land
 The courage to dare and to do,
 And we cheer for your glorious banner,
 Dear flag of the loyal and true.

All We pledge allegiance to you, America, and through you, to Freedom. Hail!
 thrice hail!

From sunny France have our footsteps turned.
 Love in our hearts for you hath burned.
 Kindred in spirit, we see you yet
 Thrill at the name of Lafayette,
 Just as our pulses quicker run
 At the noble name of Washington!
 We bring you joy and charm and grace,
 And skill to brighten a lowly place.
 Fair is the flag of the three broad bars
 But fairer still are the Stripes and Stars!

All We pledge allegiance to you, America, and through you, to Freedom. Hail!
 thrice hail!

(Curtain falls)

FOURTH EPISODE—RACIAL FREEDOM

America

Ah! Liberty, there came a time at last
 When this fair land with gloom was overcast,
 When the dark cloud of War loomed overhead
 And rill and stream with blood ran red.
 Brother faced brother, sick at heart,
 And North and South seemed riven apart.
 Yet under all the pain and wrong
 The pulse of friendship still beat strong,
 And when the bloody strife had ceased,
 A race enslaved had been released.
 Two camps I show—one Blue, one Gray—
 There in the hush at close of day,
 With flag of truce displayed above
 They'll sing the songs of war and love,
 And you shall feel the undertone
 Of kindred thought they soon will own.

The stage should have two camp-fires arranged upon it. Gathered around one fire in the dim light should be the Boys in Blue, while the Boys in Gray, on the opposite side of the platform, are seated around their own fire. The Boys in Blue should sing "Marching Through Georgia." The Boys in Gray answer with "Dixie Land." The Blues sing "The Battle Hymn of the Republic," and the Grays reply with "Kentucky Home." A hush should follow, broken by some boy with a sweet, clear voice, who should sing one stanza of "Home, Sweet Home," as a solo, after which both Blues and Grays unite in the song. Curtain falls, but rises in a moment to show the soldiers in Blue and those in Gray standing around a color-bearer who holds an American flag.

Soldier in Blue

A soldier of the North am I,
 Boldly I risked my life, content to die,
 If, dying, I should help to keep
 This dear flag floating to the sky.
 But, brother of the South, now that the war is o'er
 And this fair land of ours with blood is drenched no more,
 I yield thee honor for thy strength and courage true.
 The Boys in Gray fought bravely as the Boys in Blue.
 'Twas God who overruled the issues of the fight,
 'Twas God who put an end to slavery's dark night.
 Give me thy hand. Let thy good heart no rancor hold,
 Let North and South be comrades as in days of old
 When Moultrie, Prescott, Morgan, Greene and Knox and Lee
 Fought side by side in that first war for Liberty.
 Let Jersey and Virginia here unite to cheer
 This flag with not a missing star—our country's banner dear!

Soldier in Gray

From out the sunny South I came,
 A soldier laddie. Never mind my name—
 That does not matter. I have stood War's test
 For what I deemed the right I fought my best.
 A fair, just fight, a gallant foe and true
 With deep respect for you, O lad in Blue!
 I take the hand you offer with good-will.
 Thank God! the starry flag is waving still.
 Now that the war is o'er, with clearer eyes I see
 God's purpose in the strife that ended slavery.
 Deep-cut within my heart and memory glows
 The name of men you deemed your bitter foes,
 But, brightly blazoned on that memory, too,
 Shines out the name of many a Boy in Blue.
 Today I hail with joy and reverence free
 This banner, strong to guard both you and me!

(The two leaders clasp hands, while the Color-Bearer holds the Stars and Stripes aloft. Then all recite together.)

"There's no land like ours, whether near or far.
 There is freedom in the gleam of each stripe and star.
 Let us firmly stand and this vow renew
 To our God and native land we will all be true."

"We pledge allegiance to our flag, and to the Republic for which it stands. One nation indivisible, with liberty and justice for all."

(All salute the flag, then march from the stage in time to martial music. Curtain falls.)

EPISODE FIFTH—THE WORLD VISION OF FREEDOM

(When the curtain is raised, the Spirit of Freedom and America are again alone. They should stand near middle front, facing each other.)

Spirit of Freedom

Right bravely have you wrought and well,
My heart thrills at the tales you tell
And kindles at the scenes you show,
With golden lights your path doth glow,
Serene and proud you well may stand,
America, my favored land
But speak, fair daughter, tell me true,
Have those past deeds sufficed for you?
And were you then content to rest,
No longer putting to the test
Your splendid strength of heart and brain?
Answer, my daughter, clear and plain.

America

Nay, dearest mother! from across the sea
Innumerable voices seemed to call on me.
A vision broader than my own fair land
Thrilled me to purpose and endeavor grand.
From England, Italy and France so dear
There came a challenge ringing loud and clear:
"Humanity's in peril!" Dared I then stand by
To watch with selfish calmness nations mourn and die?
The strife was not mine own. No anger stirred my heart.
Yet in the great world-struggle I have borne my part.
The starry flag, an emblem fair unfurled,
Has helped to spread democracy throughout the world.
Four great free nations, allies shall we be
Till human rights are safe on every land and sea.

(As America ceases speaking, Italy, bearing an Italian flag and wearing a robe of white, enters and recites.)

Italy

Freedom! all hail! the dearest dream art thou!
Here at thy feet I come and humbly bow.
America! I hail thee, comrade true,
There's inspiration in thy fair Red, White and Blue.
Together we have faced a common foe,
And learned a deeper friendship, fighting so.
I need thy help and kindness in the coming years.
Thus Italy salutes thee with admiring cheers.

(England enters next. She should also wear white, should carry the Union Jack and have a helmet of silver paper on her head.)

England

Hail, Freedom! hail, thou spirit fair!
Bright gleams the crown upon thy sunny hair.
Ah! thou art beautiful, and at thy call
Happy the nation that dares venture all.
America! with joy I welcome you.
Surely we now are friends and comrades true,
Heirs to a common language, both of Saxon race.
Serene and lovely is thy proud young face.
England esteems it honor to be joined with you today
In the great plans for freedom's right of way.

(France comes next. She may wear a crown of white fleur-de-lis, a white robe, and should carry the French flag.)

France

Hail, Freedom, hail! I have no words to tell
The reverent love that in my heart doth dwell.
I've sought thee long, I've served thee well,
For thee my valiant sons in battle fell.
America! what sacred ties the years have brought
To link your land and mine! What marvels wrought!
France hails thee, comrade, sister, friend,
Linked with a love that cannot end.
With thee as ally, in my weary heart
Fresh courage kindled, never to depart.

(The beating of drums is heard. Lads in khaki and girls in Red Cross uniforms enter. As they march and counter-march they sing fragments of the songs that have recently been so familiar: "Over There," "Keep the Home Fires Burning," "There's a Long, Long Trail A Winding," etc. At the end of the march all recite the refrain of Henry Van Dyke's poem beginning, "Home again, home again! America for me!" All sing Katherine Lee Bates' beautiful hymn beginning, "O Beautiful for Spacious Skies," and then recite in unison, "To America and to Freedom we pledge our hearts' best love and our hands' best service." They then group themselves on both sides of the throne while America, gazing at Italy, France and England, recites.)

America

Your kind words give me joy, O sisters dear!
To cheer your hearts once more I bid appear
In brief review the spirits of my past. Remember, pray,
'Tis their heroic strength that nerves my soul today.

(America, Italy, France and England then group themselves two by two on the lower steps of the throne, while Freedom, with her shining torch, stands on the step above. All who have taken part in the various drills and songs then enter in order of time, while inspiring music is played. After all are in position the Spirit of Freedom speaks.)

Spirit of Freedom

Go forth, fair nations, linked with purpose true.
America, go forth upon this quest so new!
Go forth, and let the wide World see
The God of Freedom will your Leader be!

(All unite in singing "God of Our Fathers." The curtain falls on the beautiful tableau.)

AN AGRICULTURAL PAGEANT FOR RURAL SCHOOLS

The class in "Methods in English," at the Summer Session of the Maryland State Normal School, at Towson, under the direction of Miss M. Theresa Wiedefeld, made a pageant which is a project of rural school work. They staged it on the school campus. The cut on opposite page was made from actual photographs of a rehearsal for the pageant.

The purpose of the pageant is to show how the every-day work of the school can be motivated and used for public or private entertainment.

In making such a pageant the class should choose what they have had which relates to the subject—thus offering a real reason for review—and by finding need for further study of poems, stories, songs, dances and agricultural, historical or geographic information—and for oral and written composition—strongly motivated study helps them to complete the pageant.

The poems, songs, and dances, chosen by the class and given here, are only suggestive, and any others which the class might have or which would be better suited to the age and ability of the children could be substituted.

The story of Ceres and Persephone, found in any Mythology, was used as a foundation, and is given as a parable in the pageant.

The story is introduced, and the two parts joined by recitative prologue.

A FESTIVAL TO CERES

RECITATIVE

(Introduction to Ceres and Persephone.)

Ceres was the goddess of vegetation, and Persephone was her daughter.

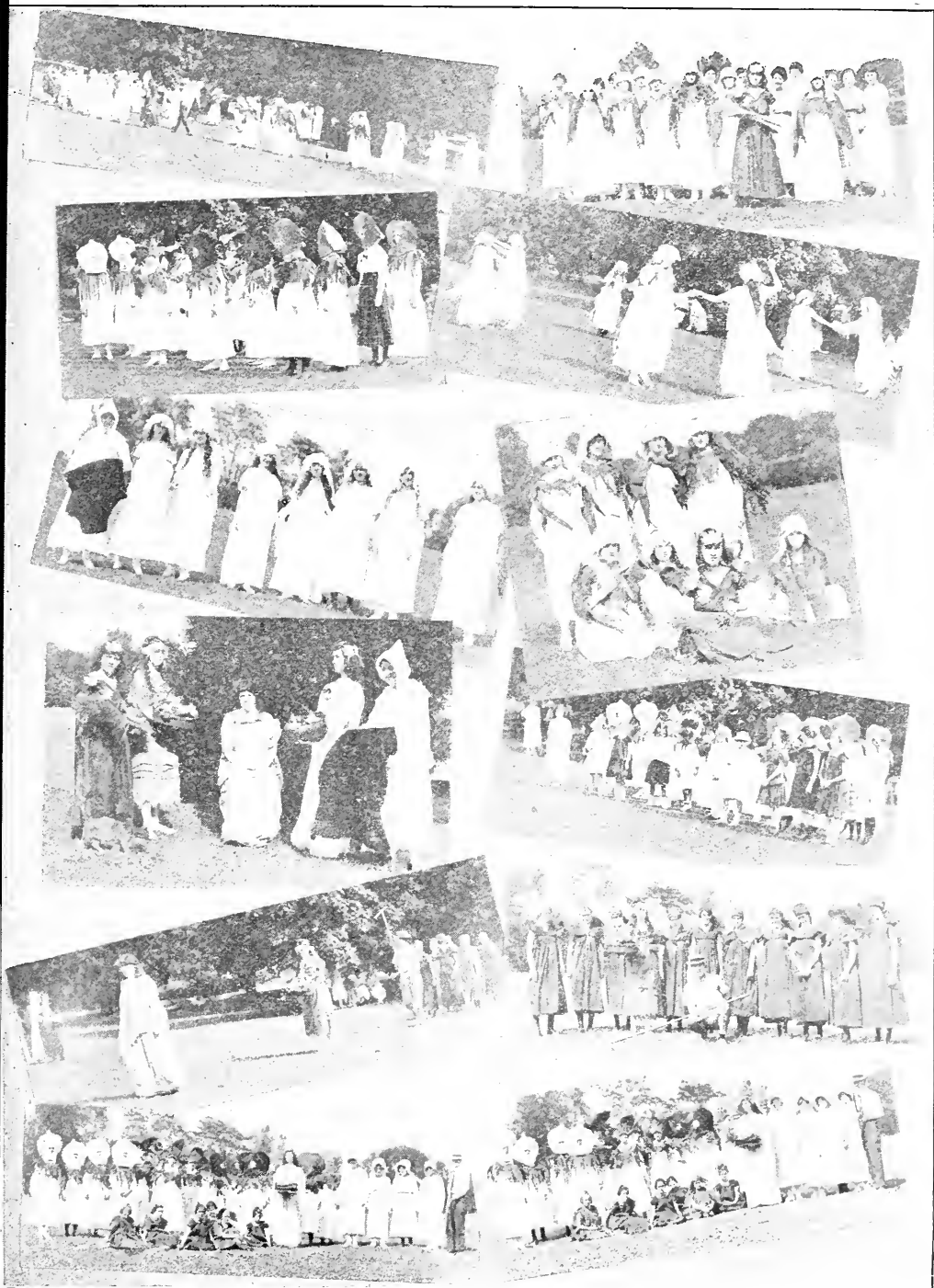
Ceres was very fond of Persephone and so were all the creatures of the earth. Wherever she went, she brought happiness to those who met her, and birds sang and flowers blossomed to greet her.

Ceres seldom let her go alone into the fields, but just at the time when our story begins she was busy because she had the care of the wheat and the corn, and the rye and barley; in short the crops of every kind, all over the earth. As the season was uncommonly backward it was necessary to make the harvest ripen more speedily than usual. So she put on her turban and was ready to start off.

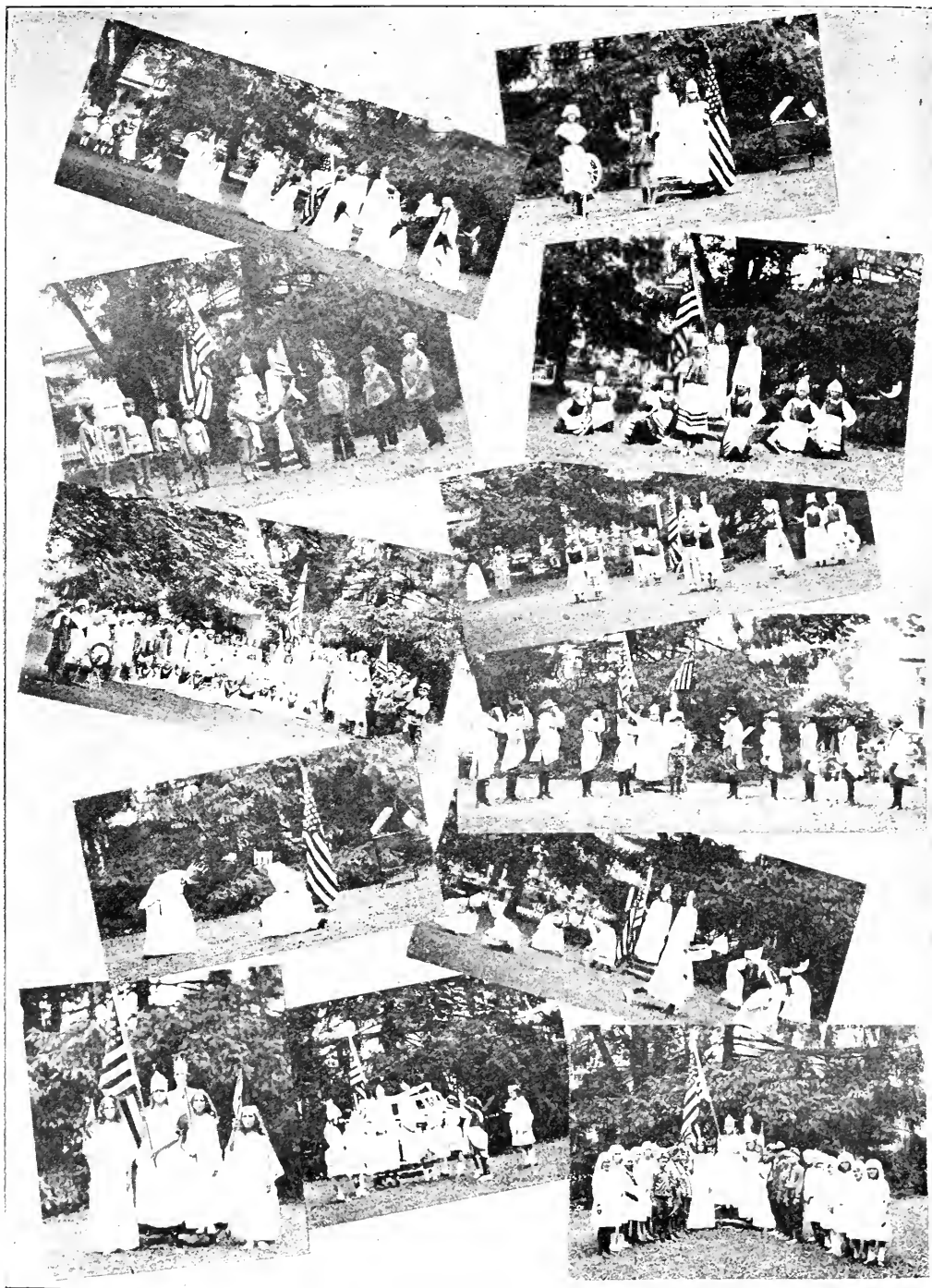
"Dear Mother," said Persephone, "I shall be very lonely while you are away. May I not run down to the shore and ask some of the sea nymphs to come out of the waves and play with me?"

"Yes, child," answered Mother Ceres. "The sea nymphs are good creatures. But you must take care not to stray away from them, nor go wandering about the fields by yourself. Pluto often walks about upon the earth you know."

The child promised to be prudent, and by the time Ceres was out of sight, Persephone was already on the shore, calling to the sea nymphs to come and play with her. —(Quoted from Hawthorne's "Tanglewood Tales.")



FESTIVAL OF CERES.—PAGEANT, MARYLAND STATE NORMAL SCHOOL. 1919.



MISSION OF FREEDOM.—PAGEANT, CENTREVILLE GRAMMAR SCHOOL, 1919.

PART I—CERES AND PERSEPHONE

Persephone came laughing over the hill, followed by the nymphs. They circle and dance about her, then run out to gather flowers and bring them to her for her wreath.

Music—"Humoresque."

Figure 1—Slowly walk away looking for flowers; stoop to pick flowers; return with it to Persephone.

Figure 2—Skip about looking for flowers; stoop to pick flowers; return to Persephone; form circle about her; throw flower over right shoulder; heads back and laugh (teasing Persephone).

Repeat figures 1 and 2.

Continue search for flowers, and third time do not return to Persephone, but wander away.

(While the nymphs are away, Persephone tries to pull at a bush which attracts her. Pluto has been watching the merry maids, and while Persephone tries to get the flowers from the bush, he grabs her and runs away with her.)

As she is carried away, resisting Pluto all the while, she screams:

"Ceres, O Mother Ceres!"

(The nymphs return surprised and wildly call for her.)

Persephone! Persephone! Where is she? Where is Persephone?

(Ceres has heard her call and comes running in, looks about wildly.)

Ceres

I heard Persephone call and I have come from the grain fields to her—where is she?

(The nymphs shake their heads sadly.)

Ceres

Did I not tell you to take care of her? Why did you ever leave her? O! why did I trust her to you?

Go! search the fields, the forests, and the streams and bring her back to me."

(The nymphs go and leave Ceres. She notes the foot-prints and follows them to the bush where Persephone pulled the flower, calling wildly.)

Ceres

Persephone! Persephone! Where are you?

What ails her that she comes not home?

My life immortal though it be

Is naught for want of thee—

Persephone! Persephone!

By the immortal gods! I solemnly vow that not a drop of rain shall fall upon the earth, and not a blade of grass or grain of corn shall grow until I find my child.

Voices of fruits and vegetables in the distance

O Ceres! have pity! have mercy! send the gentle rain that we may live.

Ceres *(covering her ears)*

No! No! I cannot heed the pleading of my plant children.

Voices of the people

Mother Ceres, withhold not your blessings; the flowers are withering, the grains are parching, all the fruits of the earth are dying. Lift your curse or we shall perish!

Ceres

The people are selfish, they think only of themselves. Do they not know that Persephone has gone?

(Nymphs return dejected.)

Ceres

Have you heard anything of her? Tell me! Tell me!

One of the nymphs

We have searched everywhere, we inquired of mortals, we asked the dryads and the wood nymphs, we questioned the water sprites, but no one has seen nor heard her.

Ceres

Then go you back to your watery house, and I awhile shall stay. I'll search the earth, both land and sea, and I'll find my child—some day.

(She starts upon her search again beating her breast and listening to every sound that comes to her. Then Iris, who has been sent to her by Jupiter, comes toward her.)

Iris

Jupiter bade me come to you to beg you to return to your duties that the earth may become fruitful. The people are starving and the animals perish in the fields.

You search in vain, for Pluto has carried Persephone to his palace in Hades, from which there is no escape.

Ceres

Return to Jupiter, tell him that while I mourn my child, I shall keep my vow.

(Iris goes and Ceres continues her mourning. Then is heard singing and laughing in the distance.)

Ceres (indignantly)

What! Singing! Laughing! Joy! Can it be that the people have ceased to mourn Persephone?

(Persephone is seen coming with Mercury.)

Persephone

O Mother! O, Mother Ceres!

(Ceres rushes to meet her daughter and clasps her in her arms.)

Persephone

Persephone

"At last, Jupiter himself
Pitying the evil that was done,
Sent forth his messengers beyond the western run
To fetch me back to earth."

Ceres

My child, I fear to ask the question that torments me,—but I must know if thou didst eat, the while thou wert with Pluto?

Persephone

Just as I was leaving, Mother Ceres, they did tempt me with a pomegranate, and I ate six of its seeds.

Mercury

But—Jupiter has decreed that for each seed she has eaten, she must spend a month of every year with Pluto in his kingdom.

Ceres (sadly)

Your words are echoes of my own soul's thought *(Mercury runs swiftly away)*, and you *(Persephone)* must return to King Pluto for six months in every year. Then thou'lt come, from gloomy darkness back, a mighty joy to God and mortal men, and springtime, with sweet smelling flowers of various kinds will gladden all the earth.

(Start off)

Come, let us go once more about our duties. I shall bless the land with plenty while you're with me, but when you go the skies will weep, the leaves will fade away, all nature will mourn, and I shall hide away in my cave until you return.

We shall go now to find Triptolemus, my favorite among the mortals, and I shall teach him the various secrets of agriculture—how to plow, to sow, and to reap, and send him over the land to teach the people.

(*Ceres and Persephone walk off together.*)

RECITATIVE—II

And so for six months of the year Ceres and her beloved daughter attend to their duties and earth is crowned with beautiful vegetation: but when the six months are over and Persephone departs for Pluto's palace, all vegetation withers and dies, the earth becomes brown and bare.

Beautiful temples were dedicated to Ceres and Persephone in Greece and Italy where yearly festivals were celebrated with great pomp.

To Ceres, chief, her annual rites be paid
On the green turf beneath a fragrant shade;
When winter ends and spring serenely shines,
Then fat the lambs and mellow are the vines.
Then sweet are slumbers on the flowery ground,
Then with thick shades are lofty mountains crowned.
Let all the kinds bend low at Ceres' shrine,
Mix honey sweet for her with milk and mellow wine;
Thrice lead the victim, the new fruits around,
And Ceres' call, and choral hymns resound.
Presume not swains, the ripened grain to reap
Till crowned with oak in antic dance ye leap,
Invoking Ceres, and in solemn lays,
Exalt your rural queen's immortal praise.
Then come, ye farmers, ye tillers of the soil,
And hold your festival,—
Invoke your rural queen in dance and song,
Chant her immortal praise the whole year long;
Lift up your voices, the notes prolong
To Ceres,—“Queen of Agriculture.”

PROCESSIONAL

MUSIC—Any pastoral music.

ORDER OF MARCH

1. CERES—Carrying sickle.
2. SPRING—Carrying armful of Spring flowers.
3. Spring Farmer—With a rake.
4. Dancers—Seeds.
5. SUMMER—With basket of fruits and vegetables.
6. Summer Farmer—Carrying a hoe.
7. Vegetables—Tomatoes, potatoes, onions, cabbage.
8. Weeds.
9. Dairymaids.
10. AUTUMN—Carrying armful of wheat or other grain.
11. Autumn Farmer—Carrying scythe.
12. Corn Dancers.
13. Husking Bee.
14. WINTER—Carrying hides, skins or furs.
15. Winter Farmer—Carrying ax.
16. Snowflake Dancers.
17. Sleighing Party.

(*The processional is always more effective when the line of march is through trees or shrubbery, so that the line is in full view, and then is partly hidden,—so that if they sing the voices are clear, and then they die away, until the whole line comes into full view of the stage. If the school ground affords a slope of at least two levels, then this can be given as a two-plane pageant; if not, it can be grouped on one plane very effectively.*)

Ceres takes her place on a raised platform at the back of the stage. The "Seasonal Groups" form at the corners of a square in front of her. Her position is just outside the middle point of the rear side of the square.

Spring forms at the rear right hand corner.

Summer forms at the rear left hand corner.

Autumn forms at the front right hand corner.

Winter forms at the front left hand corner.

1. All sing—"Welcome Song." (Taken from "Grange Melodies.")

We bid you here welcome to altar and heart,
We bid you here welcome, no longer to part;
We bid you here welcome to shrine and to hall,
We bid you here welcome, thrice welcome to all.
Ye reapers, and fruiters, and florists rejoice,
And here in thanksgiving all lift up the voice.
Oh! may never discord heart music destroy;
We'll sing the high chorus, the chorus of joy.
(To the tune of "Flow Gently Sweet Afton.")

All are seated on the grass. The four farmers step into the center of stage and sing—

2. "THE HAPPY FARMER." (From "Modern Music Series," Book Three. Published by Silver, Burdette & Co.)

A flashing radiance comes at dawn
And calls me forth to welcome toil
Among the rows of golden corn
And fields of rich and bounteous soil;
Its bright rays daily pierce my heart
And fill it full of sunny mirth.
A flashing radiance comes at dawn
And calls me forth to welcome toil.

The little valleys smile at me,
The birds sing greetings all around;
The brooklets wink so roguishly
And glance along with joyful sound;
Their gladness daily brings my heart
A flood of thankfulness and mirth.
The little valleys smile at me,
The birds sing greetings all around.

My soul is rich in silent songs,
Oh! sweeter far than uttered lays
Of birds that make harmonious throngs
In all the dappled woodland ways:
The joy of flow'rs is in my heart,
And fills it full of dancing mirth.
My soul is rich in silent songs,
Oh! sweeter far than uttered lays.

I love my work, I love my kind,
The clouds of heav'n, the daisied sod;
I bear alway a cheerful mind;
I worship Him, the loving God,
Whose kindness gives each human heart
Such wealth of beauty, joy, and mirth.
I love my work, I love my kind,
The clouds of heav'n, the daisied sod.

3. SPRING EPISODE

Spring walks slowly to the center of the stage and recites—

"The Voice of Spring," Stanzas 1 and 5. (Found in "Poems Every Child Should Know.")

I come, I come! ye have called me long;
I come o'er the mountains, with light and song.
Ye may trace my step o'er the waking earth
By the winds which tell of the violet's birth,
By the primrose stars in the shadowy grass,
By the green leaves opening as I pass.

* * * * *
From the streams and founts I have loosed the chain;
They are sweeping on to the silvery main;
They are flashing down from the mountain brows,
They are flinging spray o'er the forest boughs,
They are bursting fresh from their sparry caves,
And the earth resounds with the joy of waves.

—FELICIA HEMANS.

(All in the festival sing the "Choruses.")

CHORUS — *First Stanza — "Spring," of song entitled "The Seasons," found in "Grange Melodies."*

(At the beginning of the chorus "Spring" faces Ceres, holds her flowers high, and walks with slow step toward her. She offers her token to Ceres and then stands at her right side.)

Spring Farmer (at center of stage.)

As soon as the warm winds begin to thaw the ground and melt the ice, we start to get ready for the spring planting,—we clear away the leaves and brambles from the zig-zag cornered fence, and then when the gentle rains have scoured the earth and the sun's bright rays have warmed it, we turn the sod with the strong steel plow and bury the tiny seeds in the rich brown soil.

As soon as the meadows are fresh and green, the cattle come crowding through the gate, lowing, pushing, little and great, as they smell the sweet green clover.

The frolicsome lambs frisk and jump while the sheep stand patiently near.

In the orchards, the trees are covered with fragrant blossoms, and at every gentle breeze, fill the air with flakes, like flying snow.

Then, when the warmer days come we hear the merry voices of the pickers as they bend over the ripening rows, and call to each other in laugh and song.

4. SPRING INTERLUDE

(Any dance which tells the story of the planting time, is appropriate to use here.)

The following are suggested: "Russian Hay Makers"; "Swedish Harvest Game," from "Popular Folk Games and Dances," by Marie R. Hofer; "Oats, Peas, Beans and Barley"; "Do you know how doth the farmer"? or even "The Farmer in the Dell."

5. SUMMER EPISODE

"Summer" (in center of stage) recites poem "Summer's Sunny Days" (from "New Educational Reader," Book III.)

Summer's sunny days have come;
Soft and sweet the wind is blowing;
Bees across the meadow hum,
Where the golden flowers are growing;
Fields and trees are green and fair,
And sunshine's sleeping everywhere.

All the world is filled with sound.
And the very air is ringing,
Up and down, and all around,
With the songs the birds are singing.
Oh, the golden summer hours,
When earth's a paradise of flowers.

She presents her basket to Ceres and stands at her left side while the Chorus sings.
Second Stanza—"Summer," of song, "The Seasons," from "Grange Melodies," page
164.

Summer Farmer (in center of stage)

Early in the days of summer, when the sun rests long in the western sky, and solid banks of flowers tempt the bees from the farm-house hives, and the sleepy cows seek the shade of the spreading boughs, then we go to the fields of ripened grain and "the merry mowers," hale and strong, swing scythe on scythe their swaths along and pile it in shocks, like the yellow tents of a regiment.

The rows of trailing vines and bushes gleam in the fields, while the heat of the noontide ripens their wondrous yields and makes them ready for the market and the canners.

The swish! swash! of the great churn's dasher, tells when the butter "comes," and the farmer's wife takes the golden rolls to the spring-house under the hills.

Toward the end of summer, when the fragrance of the ripening fox grapes scents the air, the jelly-making time begins.

When the work is done, the boys go off to the pool for a swim, or sit on the bank where the stream is deep, waiting for the fish to bite.

The jolly picnics in the grove bring all the folks together for happy times, and everybody comes from miles around, when the Grange holds its fair.

SUMMER INTERLUDE

Vegetables form in rows, one behind the other, representing a garden, and sing "Vegetable Song," each row singing the solo part, all singing the chorus. Add three stanzas, or as many as there are vegetables, and substitute "I'm a Tomato," or "I'm a Head of Cabbage" for "I am an Onion," and sing the rest as it is, using the name of the substituted vegetable in each case.

VEGETABLE SONG

(Music from "The National Flower," The John Church Co.)

I am an onion! I am an onion!
 Not ornamental, still I'm very useful,
 Although I'm nearly always in the soup,
 Tho' I am always very bashful,
 Yet I find it easy to make my presence known.

Chorus

He is an onion, Yes, yes, yes!
 He is an onion, Yes, yes, yes!
 Not ornamental, still he's very useful,
 Altho' he's nearly always in the soup.

When the Vegetables stop singing the weeds run in, down the rows, one at a time, as the song indicates.

While "All" sing "And we grow all day," etc., they run in and out among the Vegetables, until the Summer Farmer comes with his hoe and chases them away.

I'M A WEED

"I'm a Weed," from "The National Flower." Published by "The John Church Co." Copyright, 1893.

First Weed

I'm a very small, teenty, weenty, harmless little weed,
 And all I do from morn till night, is to grow, and grow, and grow!

Second Weed

And I'm another teenty, weenty, harmless little weed,
 With nothing to do from morn till night, but to grow, and grow, and grow!

Fourth Weed

And I'm a weed!

Fifth Weed

And I'm a weed!

Sixth Weed

And I'm a weed!

A7

And we're all harmless weeds!
 And we grow all day, and we grow all night,
 And we grow in the dark, or we grow in the light,
 And we grow in the rain, or the sunshine bright,
 Till there's nothing left but weeds.

Dance of the Dairy Maids

(*This may be any dance in which the girls can carry their milk pails.*

"A milk pail drill" could be worked up by the teacher and children.)

Girls saunter in swinging their milk pails, singing "Dairy maids," from Eleanor Smith's.

AUTUMN EPISODE

Autumn recites "Autumn" from "Nature in Verse," by Lovejoy.

The world puts on its robes of glory now;
 The very flowers are tinged with deeper dyes;
 The waves are bluer, and the angels pitch
 Their shining tents along the sunset skies.

The distant hills are crowned with purple mists;
 The days are mellow, and the long calm nights
 To wandering eyes, like weird magicians show,
 The shifting splendor of the Northern lights.

The generous earth spreads out her faithful stores,
 And all the leaves are thick with ripened sheaves;
 While in the woods, at Autumn's rustling step,
 The maples blush through all their trembling leaves.

—ALBERT LAIGHTON.

"Autumn" presents her offering of grain to Ceres and stands at the right of "Spring," while Chorus sings Third Stanza of "The Seasons," from "Grange Melodies."

Autumn Farmer (in center of stage)

The twilight of the year comes, and the painted leaves whisper for the birds that have flown away, and the sound of dropping nuts keeps time to the swishing of the sickles cutting down the golden corn.

'Tis a time of mists and mellow fruitfulness. The leathery pears and apples hang listless in the cool autumn air; the pumpkins and potatoes are waiting to be housed; the turkeys swell with pride in their prosperity; the hogs grunt loud before the killing; and the apple-butter, boiling, scents the air.

The farmer folds his sheep, and houses the cows, and in the wonderful light of the weird moonlight, drives his folks across the country to help with a neighbor's husking, or they gather round the blazing embers and roast the nuts and pop the corn, while the family sing with hearty cheer, the songs of life and love down on the farm.

AUTUMN INTERLUDES

Chorus—Corn Song (Tune "Sailing.")

We sing the plant of prairied west
 Where men grow strong on acres wide.
 By plenty crowned, by peace e'er blessed,
 The corn, the corn, her golden pride.
 Olive, grape, fit theme for poet lays,
 For thee our harp be strung oh, royal maize!
 Then hail to the monarch high!
 Hail to his wealth of cheer!
 For we crown him King, no rival need he fear.
 Swaying, swaying, billowy sea of maize,
 The corn is king: his sceptre bring,
 And loud our song of praise.
 Swaying, swaying, beautiful wondrous maize,
 Blade, tassel and ear, with floss so fair,
 Thou born of summer days.

(Any Corn Song or poem might be used here instead of the one given.)

CORN DANCE

(Here the children might suggest motions representing the story of the corn, from the planting to the grinding into meal. They might also work out an interpretative dance symbolizing the growth of corn.)

MUSIC—Any good three part music.

1. Children on their knees, resting body on heels, with heads bent low to the ground (sleeping seeds).
2. Lift heads sleepily, rub eyes, and dreamily look about.
3. Lift body slowly to kneeling position.
4. Raise arms, one at a time, over face, and out, and down (leaves growing).
5. Lift body slowly to standing position.
6. Raise arms (one at a time) over face, and up, with open palms.
7. Swaying to side (on toes and down).
8. Drop arms and with high knees, skip in circle, cutting down the corn.

The Husking Bee

Song "The Husking Bee," sung as a solo, by the costumed group of dancers, or by entire chorus.

THE HUSKING BEE

"The Husking Bee," from "Uncle Sam's School Songs." The Hope Publishing Co., 223 Wabash avenue, Chicago.

Bright the harvest-moon was shining,
As we swept the old barn floor,
Making ready for the husking—
Symbol that the harvest's o'er;
Soon a sound of merry voices,
Told us that the folks were near;
And we hastened out to meet them,
Greeting them with kindly cheer.

On the floor they sat in couples,
With the yellow corn piled high;
Hark! another burst of laughter—
See that red cheeked maiden fly!
Well she knows her manly lover,
Claims from her a forfeit sweet,
For the ear he's just discovered—
And he runs with love's swift feet.

Now, at last, the husking's over,—
Home they journey, two by two;
Bright eyes growing even brighter,
As love's tale was told anew:
'Neath the glorious moon lit heavens,
Many a plighted troth was made—
Many a hand in fullest trusting,
In another's, then was laid.

Chorus

Oh! the music rare filled the slumbrous air,
On that merry husking night!
And the rhythmic chime of that happy time.
Sweetly lingers, lingers in its flight!

Husker's Dance

Any country dance—"Barn Dance," "Virginia Reel," "Gathering Peas Cods," "Sellingenger's Round."

WINTER EPISODE

Winter recites "Kindly Winter."

The snow lies deep upon the ground;
In coat of mail the pools are bound;
The hungry rooks in squadrons fly,
And winds are slumbering in the sky.

Drowsily the snow-flakes fall;
The robin on the garden wall
Looks wistful at our window pane,
The customary crumb to gain.

Pile up the fire! the winter wind
Although it nips, is not unkind;
And winter days, though dark, can bring
As many pleasures as the spring.

If not the flowret budding fair,
And mild effulgence of the air,
They give the glow of indoor mirth
And social comfort round the hearth.

Winter Farmer

And last comes winter with chilly airs and feathery snow.

The fields, fences, and highways are heaped with beautiful white, and then through the stillness comes the cracking sound of the woodman's ax and the crash of falling trees awakening all the echoes in the woodland.

Then's the time when the traps are set and unsuspecting animals surrender their lives to satisfy man's wants.

The merry skaters glide over the polished ice until the farmer comes with ax and saw, cuts it into blocks, and stores it in his ice house.

On the days when snow and rain keep him under cover, his busy fingers mend the tools and harness, and sort the seeds for springtime.

Then the boys and girls go every day to school and the women hurry up with the quilts and rugs.

The long winter evenings are none too long when the roads are smooth and white, for all the lads and lassies go to coast upon the hill, or skid across the glittering snow to the tune of the jingling bells.

Winter Interludes

1. "Dance of the Snowflakes," or;
2. Rhythmic exercises representing the "Woodman."
 1. Chopping.
 2. Sawing.
 3. Cutting off the branches.
 4. Turning the wheel in the saw-mill.

("Anvil Chorus," from "Il Trovatore" can be used for these exercises,—or they might be adapted to the music of "Reaping the Flax," and fashioned into a dance somewhat like it.)

3. A "Quilting Party" might be given, using the song "Aunt Dinah's Quilting Party."

Sleighing Party—Sing "Jingle Bells."

All sing—Last (fifth) stanza of "The Seasons."

End by singing old home songs like "My Old Home Down on the Farm"; "The Old Oaken Bucket"; "Aunt Dinah's Quilting Party"; "Old Black Joe"; "Carry Me Back to Old Virginia"; "To the Merry Green Fields of Clover."

Recessional

The "Seasons" join their respective groups, and they all form in the same order as in the processional, and march away singing the old songs.

COSTUMES

Ceres—Purple or golden brown robe or gown with crown of wheat ears on her head, and sickle in her hand.

Persephone—Gown of white or any pale shade made Grecian style.

Nymphs—White Grecian gowns.

Pluto—Short robe of red. Black sandals with black lacers which lace the legs to the knees. Helmet of gold or black on his head.

Spring—Green gown carrying basket or armful of spring flowers.

Summer—White gown, carrying basket of summer fruits and vegetables.

Autumn—Brown gown with wreath of Autumn leaves, carrying armful of wheat.

Winter—In long white robe trimmed with cotton splashed with black, and covered with artificial snow. Hood of the same, carrying furs or skins.

Seeds—Dresses of brown with tight-fitting brown hoods made of Denison's crepe paper or of paper cambric.

Vegetables—Cut vegetable shapes out of heavy tag board. Fasten two together at the top and sides, leaving the bottom open so that it can be slipped over the heads. Cut a hole for the face in one side, and then cover the whole with crepe paper or cambric the color of the vegetable you wish to represent.

With a fringe of foliage, cut from green crepe paper, around the neck and shoulders, the vegetable can be made very effective.

Weeds—Green crepe paper dresses fringed, and tight green paper caps.

Dairy Maids—White dresses with pink sunbonnets.

Corn Dancers—Caps of yellow having long ends of skirt which comes down over shoulders representing ear of corn. Dress of green, with long sleeves slashed into long pointed strips like corn leaves.

Husking Bee—Country costume (to be funny).

Snowflake Dancers—Full white dresses covered with strings of slashed white crepe paper which flies out like snow, and confetti in their white caps and hands.

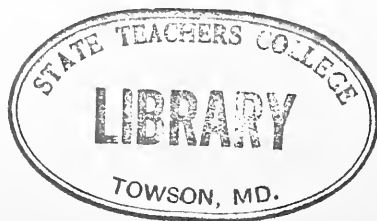
Farmers—Costume characteristic of the locality:

Spring farmer carries a rake.

Summer farmer carries a hoe.

Autumn farmer carries a scythe.

Winter farmer carries an ax.



Maryland State Teachers' Association To Meet In Baltimore

The Fifty-second Annual Meeting of the Maryland State Teachers' Association will be held in Baltimore on Monday, December 29, Tuesday, December 30, and Wednesday, December 31, of the present year.

General meetings will be held on each of the three days, and addresses will be delivered by educational leaders of national reputation. Departmental meetings will be held on Tuesday and Wednesday, and arrangements will be made to meet the special interests of each one. On Monday evening, there will be an entertainment, followed by a reception.

On account of the attractive program which will be presented, and the fact that the meeting takes place when schools are not in session, a large attendance is expected.

DAVID E. WEGLEIN, Baltimore, Md.,

President.

HUGH W. CALDWELL, Chesapeake City, Md.,

Secretary.

All white school officials and teachers in the State are urged to tear off and mail this page **at once** to Hugh W. Caldwell, Secretary, Chesapeake City, Md.

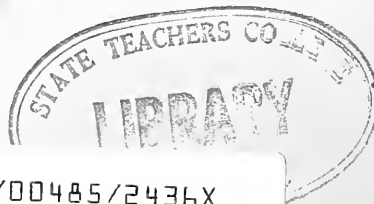
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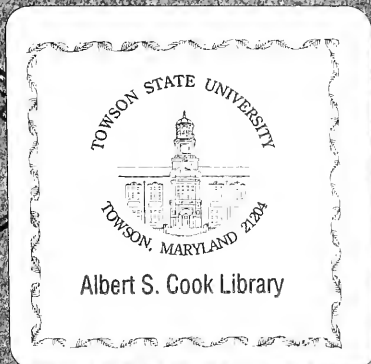
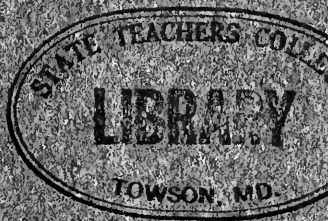
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